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ABSTRACT

The final report describes "Project Partners in Education", a Montgomery County (Pennsylvania) project, designed to create a corps of resource persons composed of parents and teachers who would be knowledgeable about the entire IEP (individualized educational plan) process; and to obtain data on the extent of actual IEP implementation on the classroom, the time committment necessary on the part of teachers and supervisors for the total IEP process, and the cost of teacher and supervisory time incurred in IEP implementation. Initial sections address the following topics: project personnel; original project objectives; participants, clientele, and organizational setting; procedures, services, and activities; evaluation procedures; formal research and evaluation findings; project results; implications of project results; factors relevant to success and shortcomings; concrete project output; dissemination activities; continuation of project activities after cessation of federal funds; and efforts by other agents to adapt or adopt project activities. Appended materials, which make up the bulk of the document, include a copy of the Partners in Education inservice training manual, parent visitation forms, the Partners in Education IEP cost study, a list of resource persons for IEP implementation, a consultant report, and partial dissemination listing. (SBH)

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PROJECT PARTNERS IN EDUCATION

FINAL REPORT

United States Office of Education, Bureau of Education for the Handicapped, Handicapped Personnel Preparation 13.451 (Grant Number 7701460, OE Entity Number 1-231738850A1, Project Number 451AH70231).

by

Marianne Price, Ed.D.

Rhoda B. Weiner

Mary D'Ippolito

November, 1978

MONTGOMERY COUNTY INTERMEDIATE UNIT NO. 23

1605-B West Main Street
Norristown, Pa. 19401

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1. PROJECT PERSONNEL

A. PAID PERSONNEL

EMPLOYEE	POSITION	DATE	RESPONSIBILITIES
Mary D'Ippolito	Project Associate	8/8/77 - 6/30/78	Coordinated day-to-day operations of project, including planning and implementing in-service programs, development of project materials.
Rhoda Weiner	Project Associate	12/26/77 - 8/31/78	Coordinated day-to-day operations of project, including planning and implementing in-service programs, development of project materials.
Glenda Snell	Project Secretary	8/12/77 - 7/31/78	Provided secretarial, clerical, and filing services and typed manuscripts.

B. NON-PAID PERSONNEL

EMPLOYEE	POSITION	DATE	RESPONSIBILITIES
Marianne Price, Ed.D.	Project Director	7/1/77 - 3/20/78 (Assistant Director) 3/20/78 - 8/31/78 (Project Director)	Directed fiscal management, personnel, project administration, in-service training, and product development.
Libby Goodman, Ed.D.	Project Director	7/1/77 - 3/20/78	Directed fiscal management, personnel, project administration, in-service training, and product development.

B. NON-PAID PERSONNEL
(continued)

EMPLOYEE	POSITION	DATE	RESPONSIBILITIES
Peter Boardman	Project Associate	7/1/77 - 8/31/78	Assisted in developing in-service workshops.
Melinda Martin	Project Associate	7/1/77 - 6/30/78	Assisted in developing in-service workshops.
Joyce Reader	Secretary	April - June 1978	Transcribed raw data from teacher logs to coding forms.
Marie Finnin	Keypuncher	April - June 1978	Keypunched data from coding form to machine processable cards.
Bonnie L. Gowen	Coordinator of Computer Services (MCIU Spec. Ed.)	April - June 1978	Supervised data preparation.
David Kraut, Esq.	Consultant	10/20/78	Participated in panel discussion - October 20th workshop.

C. CONTRACTED PERSONNEL

EMPLOYEE	POSITION	DATE	RESPONSIBILITIES
Gene Anthony	Printer	January - August 1978	Printed project training manual and data report.
Gary Lutz, Ph.D.	Statistical Consultant and Analyst	June - August 1978	Supervised and administered entire statistical analysis of data from design to final results.

C. CONTRACTED PERSONNEL
(continued)

EMPLOYEE	POSITION	DATE	RESPONSIBILITIES
David Smith, Ph.D.	Ethnographic Researcher	September 1977 - January 1978	Participated in planning process for workshops; informally evaluated parent-teacher interaction, identified parent and teacher concerns; assessed amount of information assimilated.
Betty Hare, Ed.D.	Consultant	October 20, 1977	Participated in panel discussion - October 20th workshop.
Sedra Schiffman	Consultant	7/5/78 - 8/31/78	Assisted in producing report on Cost Effectiveness Study.
Eleanora Gordon, M.D.	Consultant	October 20, 1977	Participated in panel discussion - October 20th workshop.
David Bersoff, Ph.D.	Consultant	May 30, 1978	Guest speaker at May 30th workshop.
Sherrye Camp	Consultant	October 20-21, 1977	Participated in October workshop.
Julius Marsella	Photographer	October 17-21, 1977	Photographed October workshop activities.
Central Montgomery County Vocational-Technical School		October 21, 1977	Provided luncheon for workshop participants and invited guests on last day of October workshop.

2. ORIGINAL PROJECT OBJECTIVES

The major objectives of Project Partners in Education (PIE) as set forth in the original proposal funded by the Bureau of Education for the Handicapped were:

I. To create a corps of resource persons composed of parents and teachers who would be knowledgeable about the entire IEP process by

- a. informing participants about PL 94-142;
- b. informing participants about Pennsylvania State Standards for Special Education;
- c. informing participants about all exceptionalities covered in the Pennsylvania State Standards;
- d. upgrading teachers' skills in IEP writing;
- e. upgrading participants' understanding of pupil assessment and upgrading skills in interpreting assessment results;
- f. helping participants develop an understanding of due process and educational legalities;
- g. informing participants about parent/teacher conferencing procedures and upgrading conferencing skills.

II. To obtain data on the extent of actual IEP implementation in the classroom, the time commitment necessary on the part of teachers and supervisors for the total IEP process, and the cost of teacher and supervisory time incurred in IEP implementation. Specifically, the study addressed the following questions:

1. What is the average amount of time teachers spend per student in IEP development and what is the average cost of this time?
2. How does the amount of school time compare to the amount of personal time spent by teachers per student on IEP development? How do school time and personal time costs compare?
3. How much time does the teacher spend per student on IEP development within the various segments of the school day?
4. What is the average amount of time teachers spend per student on each of the various IEP development activities and what is the average cost of this time?
5. What is the average number of days which elapse between the initial IEP activity and the completion of the IEP document?
6. What is the average amount of time supervisors spend per teacher assisting in IEP development and what is the average cost of this time?

3. PARTICIPANTS, CLIENTELE, AND ORGANIZATIONAL SETTING

The two major objectives of Project PIE were (1) to create a corps of resource persons composed of parents and teachers who would be knowledgeable about the IEP process and, (2) to determine the teacher and supervisory costs related to the development of IEP's.

The first objective was realized through seven days of inservice training for parents and teachers. The second objective was met through a study of the cost of IEP development. The participants, clientele, and organizational setting for each objective is described below.

Partners in Education Inservice Training

Project PIE reached out to parents and teachers in both the school districts and the Intermediate Unit in Montgomery County. Each school district designated a contact person who served as liaison between the district and the PIE staff. In addition, each school district and each department within the special education division of the Montgomery County Intermediate Unit selected a special education teacher from its staff to participate in the PIE training workshops.

Those teachers were trained to serve as resource persons to the other members of the teaching staff within their districts and departments.

Twenty-four parent participants were selected by a committee comprised of project staff, school district administrators, and a representative from a parent advocacy agency. The objective of the selection process was to include a cross section of parents of exceptional children representing: (1) each of the 21 districts in Montgomery

County; (2) various types of exceptionalities; and (3) exceptional children at both the elementary and secondary levels.

Prior to the training workshops, the project solicited names of possible parent participants from each school district in Montgomery County, from Intermediate Unit program coordinators, and from special education service organizations throughout Montgomery County. It was from this comprehensive list of names that the selection committee chose the parent participants.

Of the 24 parents trained, 14 elected to serve as IEP resource persons to other parents of exceptional children.

In summary, the participants included:

17 teachers from local school districts throughout Montgomery County,

9 teachers from the Montgomery County Intermediate Unit,

24 parents.

Project PIE training workshops were conducted at the Montgomery County Intermediate Unit Special Education Center in Norristown, Pennsylvania. Space was provided for project operations, large lecture groups, and small group meetings. Facilities were generally thought to be excellent, and contributed greatly to the success of Project PIE.

Partners in Education IEP Cost Study

During the 1977-78 School Year, the Montgomery County Intermediate Unit employed 249 teachers and 15 supervisors in 10 different departments. These teachers and supervisors provided special education services to 6592 exceptional students. Of these teachers, 85 were selected by means of a stratified random sample to collect data on the amount of time spent in IEP related activities for each of their students.* The sample of teachers was stratifed by type of exceptionality, by school level (i.e., resource room, self-contained classroom, itinerant services). The size of the sample was large in order to guarantee representation within each category. Of the 85 teachers selected for the sample, 75 collected data throughout the entire data collection period. The attrition of the other 10 was a result of mid-year changes in personnel, demands placed upon teachers' time because of the pressure to implement IEP's, and an unwillingness on the part of a few teachers to participate. While the loss of approximately 13% of the sample is regrettable, it is the opinion of the project staff that the teachers who participated, adequately represented the special education staff of the Montgomery County Intermediate Unit.

The teacher participants served 807 students and collected data on the amount of time they spent in developing IEP's for these students.

The supervisors who participated in the study were not randomly selected; their participation was the result of having one or more of their teachers selected for the data collection effort. In other words, supervisors collected data on the amount of time spent aiding each of the randomly selected teachers in IEP implementation. Their time contribution was averaged across the teachers whom they assisted. In this way, it was possible to extend the time/cost analysis to include the contributions of both supervisors and teachers to the IEP development process.

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*Speech clinicians were not included in the original sample as their case loads were not finalized until the study was already underway. Subsequently, four speech clinicians were included.

Gifted teachers were not included in the sample as the writing of IEP's for gifted students was not mandated by the State of Pennsylvania until June, 1978.

4. PROCEDURES, SERVICES, AND ACTIVITIES

A major goal of Project PIE was to create a corps of resource persons composed of parents and teachers who would be knowledgeable about: (1) PL 94-142; (2) Pennsylvania State Standards and programs for the handicapped; (3) IEP development and implementation; and (4) specific procedures employed in the identification and placement of handicapped children in appropriate programs of education.

Toward this goal, seven in-service days of intensive training were provided. These in-service activities took the form of a series of workshops--one consecutive five-day workshop held in October, 1977, and two one-day follow-up workshops held in January and May, 1978.

Knowledgeable consultants addressed the participants each day on topics such as "Criteria for an Acceptable IEP," "Legality and Due Process," "Parent-Teacher Conferencing Techniques," "Psychological Assessment of Exceptional Children," "An Overview of PL 94-142," and "An Overview of Exceptionalities Contained in the Pennsylvania State Standards for Education."

While dissemination of information was obviously important, creating and maintaining an atmosphere of open and honest communication in which parents and teachers could interact freely was equally important to the success of the project. Large and small group discussions and activities and frequently scheduled question and answer sessions throughout the workshops provided excellent vehicles for achieving the intensity of communication desired by the staff.

Please refer to the Partners in Education In-Service Training Manual, included as Appendix A, for a complete discussion of the activities involved in the first six in-service programs.

The last in-service program took place after the completion of the PIE In-Service Training Manual. At this session, Dr. Donald Bersoff of the University of Maryland School of Law and Johns Hopkins University addressed the participants, contact persons, Intermediate Unit staff, and project staff on the topic: "The Rights of Parents, Teachers, and School Districts Under PL 94-142".

The final in-service program included a summary of an additional activity of Project PIE--The Parent Visitation Program. As part of the training offered by Project PIE, each parent was asked to visit her own child's classroom and two special education classrooms dealing with exceptionalities differing from her child's. The purpose of the program was to: (1) give each parent the opportunity to observe the implementation of her own child's IEP and (2) broaden each participant's general knowledge of educational programming for a variety of exceptionalities.

The forms and materials distributed to parents prior to their visits are contained in the PIE In-Service Training Manual as "Appendix to Day VI".

Participants were responsible for scheduling visits to their own children's special education classrooms. Visits to other special education classrooms were scheduled by the project staff. Every effort was made to satisfy parents' requests to observe particular levels and types of exceptionalities.

All teacher participants in Project PIE made their classrooms available for visitation. In addition, several district and Intermediate Unit teachers who were not direct participants in the project willingly made their classes available when requested to do so.

The following excerpts from the narrative section of the Parent Visitation forms (Appendix B) indicate that parents found these visitations to be extremely helpful:

> How interesting! I arrived early to have a few words with the teacher. He explained the classroom procedure. What a joy to see the eagerness to participate, learn and produce at this age level. Almost think I might like to go back to teaching.
>
> I thought the teacher was an exceptional person with a great deal of caring for the children in the class. What struck me was how orderly these boys were and how hard they seemed to be working. I was surprised that in a school this size, there were only six in the class. I ache for the boys (and girls) that need this help and are out there somewhere in the school - suffering.

A second major goal of Project PIE was to obtain data on the cost of IEP implementation in the classroom and the time commitment necessary for the total IEP process. To achieve this goal 93 teachers and supervisors were asked to keep detailed time logs reflecting the amount of time needed to complete the various facets of the IEP process (e.g., diagnostic testing, parent conferencing, and completion of the IEP document). For an example of the Time Logs and the Demographic Information Forms completed by participating teachers and supervisors, please refer to the complete cost study report, Partners in Education IEP Cost Study, contained in Appendix C.

5. EVALUATION PROCEDURES

The evaluation efforts of Project PIE were directly related to the project objectives and incorporated a variety of evaluation strategies.

Partners in Education Inservice Training. One group of evaluation activities centered around the IEP training workshops. The purpose of these activities was to assist the project staff in planning, implementing, and evaluating the initial week-long workshop and the subsequent follow-up activities. Other evaluation activities were focused on a study undertaken by Project PIE to determine the cost of writing IEP's. The specific evaluation strategies used in each situation are described below.

During the planning stage of Project Partners in Education needs assessment was conducted for the purpose of assisting project staff in selecting program contents and in developing training activities appropriate to the needs of teacher and parent participants. This assessment was accomplished through the use of self-evaluation forms with questionnaires which were mailed to teacher and parent participants prior to the initial PIE workshop. The forms which were used for the needs assessment differed slightly for teachers and parents. Samples of the self-evaluation forms and a summary of the results are included in the Partners in Education In-Service Training Manual under the section entitled "Evaluation". The results of the needs assessment enabled the project staff to identify the areas of IEP development and specified IEP skills which parents and teachers wanted to explore during the workshop sessions.

During the week-long workshop held in October, the project staff held daily discussions with project participants in order to assess the degree of success achieved in realizing the specific objectives of each day's program. In order to facilitate discussion and to insure that feedback would be anonymous, the participants were asked to break into small groups during the last twenty minutes of each day in order to discuss the strengths and weaknesses of the day's program. Each small group then sent a representative to share its input with project staff. This technique not only encouraged all particpants to give honest feedback but minimized the actual amount of time spent securing feedback. (A discussion with a few representatives is less time-consuming than a discussion with an entire group.) The daily feedback which the project staff received from project participants made it possible to make day-to-day modifications in the content and structure of the workshop and, therefore, better accommodate the needs of both parents and teachers.

At the conclusion of the workshop an evaluation was conducted to reveal participant reaction to the workshop as a whole. The purpose of the evaluation was to elicit participant opinions of the workshop's organization and implementation. In addition to a questionnaire used for this purpose, participants were asked to evaluate the Project PIE Workshop based on the competencies important for good parent-teacher conferences. This list of competencies was developed by the participants during one of the workshop sessions. Since a major goal of the workshops was to develop effective parent-teacher communication among the parent-teacher participants, the project staff decided to apply these competencies to an evaluation of the workshops as a whole.

Project participants were also asked to complete the same self-evaluation forms that they had completed prior to the workshop in order to determine if the content and activities of the workshop led to increased knowledge and improved skills.

Finally, project participants were asked to rate the quality of various aspects of the workshop using a rating scale having a Likert format. All evaluation forms and a summary of the results are contained in the Partners in Education In-Service Training Manual under the section entitled "Evaluation."

Partners in Education IEP Cost Study

The design of the study involved the collection of time data by teachers and supervisors and the subsequent conversion of this time data into cost figures. Specifically, seventy-five randomly selected teachers from the special education staff of the Montgomery County Intermediate Unit cooperated in systematically logging the time they spent in developing IEP's for 807 students representing the following exceptionalities: Learning Disabilities, Emotionally Disturbed, Brain Injured, Educable Mentally Retarded, Trainable Mentally Retarded, Severely and Profoundly Mentally Retarded, Physically Handicapped, Visually Impaired, Hearing Impaired, and Speech Impaired. Data collection took place over a period of six months. Each teacher in the sample recorded the amount of time spent on six types of IEP related activities for each student in his/her class. Among these activities were parent-teacher conferences, other IEP conferences, the gathering of diagnostic data, the writing of the IEP, making IEP related telephone calls, and other activities related to IEP development. In addition to recording the type of activity and the amount of time spent doing that activity, the teacher also reported whether the activity occurred during school time or personal time. For example, a teacher may have reported that 30 minutes of personal time was spent conducting a parent-teacher conference and 50 minutes of school time was spent evaluating the student's academic performance.

In order to make the collection of data as accurate as possible, comprehensive data packets for both teachers and supervisors were developed by the project staff. (Please refer to Appendix A and Appendix B in the Partners in Education IEP Cost Study.) The data packets included the following:

Teacher Data Packets

Demographic Information Form: The purpose of the demographic information form was (1) to collect information that would assist Project PIE staff in maintaining close contact with the teacher participants, and (2) to provide data that was directly related to the research questions. Therefore, in addition to the usual questions such as name, name of school, etc., teachers were also asked to indicate number of years of teaching experience and the number of days of inservice training received in the writing of IEP's prior to the initiation of the PIE data collection.

IEP Development Activities List: The IEP development activity list provided, as its name suggests, a comprehensive list of IEP development activities, their definitions, and a code number for each activity. Because knowledge of how the IEP activities were delineated is germane to understanding the data presented in the Partners in Education IEP Cost Study, the activities and their definitions are provided below:

Telephone calls - includes those calls made for the purpose of setting up an IEP conference, seeking information or help in writing an IEP, answering parents' questions about IEP's.

IEP conferences - includes all face-to-face parent conferences related to the development of IEP's.

Other IEP conferences - includes face-to-face conferences with members of the professional and paraprofessional staff (e.g., principals, bus drivers, speech clinicians, physical education teachers, social workers, etc.).

Gathering data to write the IEP - includes time spent doing educational testing, diagnostic teaching, student observation, or other activities related to the collection of current information on the student's present level of functioning.

Writing the IEP document - includes all time actually spent recording IEP information on the IEP document.

Other IEP activities - other time-consuming activities which, in the teacher's opinion, are directly related to IEP development.

IEP Activity Log: Each teacher participant maintained an activity log for each student for whom an IEP was developed. On the log the teacher recorded the types of IEP activities in which he/she engaged in developing an IEP for a particular student, the dates of those activities, the time of the day during which the activities occurred, and the amount and type of time spent in each activity.

School time - the hours of the day during which the teacher is required to be in the school building.

Personal time - the hours of the day during which the teacher is not required to be in the school building.

The reason for breaking down time into these two categories was to determine the relative amounts of school time and personal time being spent by teachers in the various activities required to develop an IEP. The amount of school time spent represents a direct cost to the school system as this is time for which the teacher is paid a salary. The personal time spent by a teacher in IEP activities does not represent a cost to the school system since the teacher worked during this time without any reimbursement for services.

A logical extension of this question of school time versus personal time is an examination of when during the school day the IEP development activities took place (i.e., within what part of the school day did these activities occur?).

In order to determine which segment of the school day (school time) the teacher used to conduct the various activities related to IEP development, school time was broken down into a number of subdivisions. Each subdivision is listed and defined below:

- before or after school - the time when teachers are required to be in the school building prior to the arrival or after the dismissal of students
- during release time - time during which the classroom teacher is released from classroom duties specifically for IEP preparation
- during the teacher's lunch hour
- during recess
- during preparation time other than before or after school - includes free periods, early dismissals
- during pupils' instructional time.

Directions for Completing the IEP Activity Log: Each teacher participant received a set of detailed directions for completing the IEP activity log. The directions provided a step-by-step outline of the procedures to be used by the teacher in completing the IEP activity log. In addition, a member of the project staff met individually with all teacher participants prior to the data collection, and on two separate occasions during the data collection period, in order to ensure that the proper procedures were being followed in recording data in the IEP activity logs.

Supervisor Data Packets

Demographic Information Form: Since the members of the supervisory staff were housed in the same building as Project PIE staff, the only demographic information requested of supervisors was their names and the number of days of inservice training they had received in the writing of IEP's as of the initiation of the IEP data collection.

Types of IEP Development Activities List: The IEP development activities and definitions listed for the supervisor differ only slightly from those for the teacher. The differences can be attributed to the variations in the role and function of supervisor and teacher.

IEP Activity Log: The supervisor's IEP activity log provides space for indicating the date of the activity, the activity code number, and the amount and type of time spent in IEP activities. Unlike the teacher's IEP activity log, which includes personal time and school time (with school time being broken down into many subdivisions), the supervisor's log includes personal time and workday time with no further delineation of workday time. While a supervisor's day is structured, there is great variation in the structure from one supervisor to another, thus making an analysis of time spent on IEP activities within various segments of the workday very difficult.

Directions for the Use of the IEP Activity Log: Supervisors, like teachers, received a detailed set of directions for completing the IEP activity log. These directions along the entire supervisor data collection packet appear in Appendix B of the *Partners in Education IEP Cost Study*.

Prior to the initiation of the data collection, each teacher and supervisor participant was individually trained in the use of the data collection forms. Specifically, this included an explanation of: (1) the list of IEP development activities and their definitions, (2) the IEP activity log on which the amount of time spent in each IEP development activity was to be recorded, and (3) the set of written directions for using the IEP activity log. Each teacher was provided with a supply of activity logs, a packet in which to file the activity logs, and a supply of stamped and addressed envelopes to be used for mailing a student's log to the project office at the completion of each IEP. By having each teacher participant mail each log to the project as it was completed, rather than at the conclusion of the data collection period, the project staff members were able to monitor the number of IEP's being completed by a given teacher. This also reduced the risk of having the logs being lost or misplaced. Since supervisors logged data on teacher participants from the time the teacher began working on the first IEP until the time the last IEP was completed, most supervisors did not return their logs until the conclusion of the data collection period.

In addition, a member of the project staff met individually with all teacher participants on two separate occasions during the data collection period in order to insure that the proper procedures were being followed in recording data on the IEP activity forms.

6. FORMAL RESEARCH AND EVALUATION FINDINGS

The formal research and evaluation findings of Project PIE relate directly to the activities described under Evaluation Procedures. The two major areas for evaluation are the Inservice Training Workshop and the IEP Cost Study. A summary of the evaluation results for each of these areas is detailed below.

Partners in Education Inservice Training. The needs assessment produced information which the project staff used to develop workshop programing and training activities. Both parents and teachers expressed a need to know:

1. what must be included in the IEP conference,
2. what the legal process is for due process,
3. parents rights to native language communication.

Parents also expressed a need to know:

1. who must and can attend the IEP conference,
2. what the legal process is for referral,
3. what the legal process is for parental permission,
4. parents rights in the IEP planning,
5. what a short-term objective is,
6. how teachers evaluate what a student has learned or not learned,
7. where to go for help concerning their exceptional child in the school district, intermediate unit, or community,
8. educational language,
9. types of tests.

Teachers expressed a need to know more about assessment, particularly:

1. selection of tests,
2. use of norm-referenced achievement tests,
3. use of criterion-referenced tests,
4. use of systematic observation,
5. use of prescription kits.

The agendae for each day's activities included in Appendix A - Workshop Activities, show that the majority of these topics were well covered by the staff and consultant presentations.

The daily group feedback sessions enrolled the staff to more daily modifications in programing in order to better meet the needs of the participants. In this way, questions which arose at the end-of-the-day meeting could be researched and answered at the next morning's session.

The evaluation results of the inservice training workshop as a whole based upon past-workshop self-evaluation by participants and participants' ratings of various aspects of the training indicate that participants felt that:

1. the organization of the workshop was excellent,
2. the objectives of the workshop were clearly evident,
3. the work of the consultants was excellent,
4. the ideas and activities presented were very interesting,
5. the scope was very adequate,
6. the workshops were very beneficial,
7. the workshop was generally excellent.

All evaluation forms and a summary of the results are contained in the Partners in Education In-service Training Manual under the section entitled "Evaluation".

Partners in Education IEP Cost Study. The results indicate that for the sample of students included in this study, the teacher and supervisory costs incurred for IEP development were considerable. The average amount of teacher time expended in developing an IEP was 390 minutes (6.5 hours) per student.

Of the 390 minutes spent in developing an IEP, 265 minutes came from the teacher's work day (school time) and 125 minutes came from the teacher's personal time. Thus, school time accounted for approximately 68% of the time spent by teachers on IEP's and personal time accounted for the remaining 32%.

Had teachers been reimbursed for all their personal time as well as for school time expended in IEP development, the average total cost of an IEP would have been $66.81. Of this amount, $45.41 represents school time cost and $21.40 represents personal time cost.

The data show that the 390 minutes of school time required per student for IEP development largely came from two segments of the school day, release time, and instructional time, with release time accounting for 38% and instructional time accounting for 47% of school time utilized in the development of an IEP. The remaining 15% of school time devoted to the development of IEP's came from before and after school time, lunch time, recess time, and preparation time.

The data also indicate that the IEP development activities which required the most time and which were most expensive were (1) gathering of diagnostic data and (2) writing the IEP document. These two activities accounted for approximately 76% of the total cost of IEP development. The other activities including telephone calls, parent conferences, other conferences, and other activities accounted for the remaining 24% of the cost of IEP development. Additionally, the data show that an average of 32 days elapsed between the first activity initiated by the teacher in developing an IEP and the completion of the IEP.

As far as supervisory costs are concerned, the data show that the supervisors spent an average of 825 minutes (13 3/4 hours) per teacher assisting with IEP development at an average cost of $205.15 per teacher.

In addition to the major questions which this study posed, other various factors which were thought to be related to the cost of developing IEP's were examined. These questions can be summarized as follows:

1. Is there a difference in the cost of developing IEP's for each of the different exceptionalities?
2. Is there a relationship between the number of years of teaching experience of the teacher cost of developing an IEP?
3. Is there a relationship between the amount of inservice training a teacher receives in IEP development and the cost of developing an IEP?
4. Is there a relationship between the level of the student (elementary vs. secondary) and the cost of developing an IEP?
5. Is there a relationship between the type of service delivery model (self-contained/part-time vs. resource room vs. itinerant) and the cost of developing an IEP?

The data indicate that there are differences in the cost of IEP development for different types of exceptional children. However, it is quite possible that these differences may stem from differences in the cost of IEP development for different types of exceptional children. However, it is quite possible that these differences may stem from differences in the programs serving each type of exceptionality rather than from differences in the children themselves. We suspect that this is the case with the Hearing Impaired program which used the IEP as a vehicle for developing and revising its curriculum.

An analysis of the data in terms of various factors' effect on the cost of IEP development indicates that: (1) IEP's written by teachers with six or more years experience cost less in terms of time and money than IEP's written by teachers with less than six years experience; (2) IEP's written by teachers with four or more days of inservice training in IEP development generally cost less than IEP's written by teachers with less than four days of training; (3) the level of the student (elementary vs. secondary) for whom the IEP is written has no apparent influence on the cost of IEP development; (4) the type of service delivery model (resource room/part-time vs. self-contained vs. itinerant) appears to have a differential effect on the amount of personal time and the amount of shcool time required to develop an IEP (i.e., resource room teachers utilized more school time than personal time developing IEP's while self-contained classroom teachers utilized more personal time than school time).

7. PROJECT RESULTS

At the conclusion of the project, 24 teacher participants agreed to serve as resource persons in their respective school districts and 14 parent participants (of 24) agreed to serve as resource persons throughout Montgomery County. It was our hope at the beginning of Project PIE that a corps of resource persons would be developed as a result of the project, and we feel that the actual development of this corps is one of the most rewarding and productive aspects of the project. Parents sharing their knowledge and expertise with others less knowledgeable than themselves is an important outcome that is sure to have positive and far-reaching results for the future development of educational programming for handicapped students. Please refer to Appendix D for a list of resource persons.

Based on the evaluations of the participants, it is clear that Project PIE was successful in creating an atmosphere of honest communication and cooperative effort--a partnership--among parents, teachers, consultants, and staff. All of the participants also indicated that their knowledge of IEP implementation and the legal and educational factors related to the development of IEP's had greatly increased since the beginning of the project.

The Partners in Education In-Service Training Manual is an important result of the project. (Please refer to Appendix A). The PIE In-Service Training Manual is intended to be a guide for the replication of the in-service training activities which were carried out by the project. To this end, the specific and varied activities of Project PIE were transposed into a written document. Every effort was made to provide sufficient information in a meaningful, clear format so that the reader would fully understand what occurred, how it occurred, and how to, if desired, duplicate some or all of the activities. The word "duplicate" was used with caution. We do not advocate carbon copy repetitions of our workshop, but rather hope that readers use this manual as a resource for the development of a workshop program which will meet the unique needs of their participants.

The PIE In-Service Training Manual contains a detailed description of all the project's workshop activities which occurred during six in-service days of training.

An introductory section discusses the Project PIE objectives and the preparatory activities which preceded the workshop.

The Introduction is followed by a section entitled Workshop Activities. In this section, the specific activities which took place on each of six in-service days are presented in detail.

Days 1 through 5 deal with the activities which occurred during a consecutive five-day workshop. Day 6 deals with a one-day follow-up workshop held approximately three months after the initial program.

A separate agenda is included for each day followed by an in-depth discussion of the presentations, techniques, and procedures used to implement the day's planned activities. For each presentation, our discussion includes:

I. Purpose and specific objectives

II. Key points

III. Relevant activities (e.g., critiquing, small group discussion, lecture, etc.)

IV. Materials and resources used for presentations (or suggested materials)

V. Bibliography, if appropriate

Following the Workshop Activities, we included a section on the problems we encountered and a few suggestions for change. There is a decided advantage in looking back, and we thought it might be helpful to share some of our difficulties in an effort to assist future planners in avoiding "minor disasters."

The next section is entitled Evaluation, and discusses all the evaluation procedures and forms used during the workshop program.

The remaining sections of the manual are organized in a series of appendices containing materials, forms, references and resources which were used for the PIE in-service programs.

These appendices correspond with the agendae for the six workshop days and are labeled accordingly Day 1, Day 2, etc.

It is our hope that the information and ideas contained in this manual will prove valuable to others who share our belief that the handicapped child can best be served if parents and educators work as partners.

A third significant result of Project PIE is the volume entitled Partners in Education IEP Cost Study. This volume fulfills the second major objective of the project. It contains the results of a study that was conducted during the 1977-78 school year to determine not only the amount of time spent by teachers and supervisors on developing IEP's, but the actual cost of this time. This information will prove extremely valuable for future development of IEP's.

8. IMPLICATIONS OF PROJECT RESULTS

The results of Project PIE have several implications for parents, teachers, and other special education personnel involved in educational programming for exceptional children.

1. The Intermediate Unit and district teachers who were trained are knowledgeable about PL 94-142 and are well equipped to implement the IEP provisions of the law in the classroom. In addition, these teachers are now able to disseminate their skills and abilities to their colleagues by serving as model/training agents in Montgomery County.

2. As a result of Project PIE, fourteen parents have consented to serve as resource persons to other parents and special education personnel in Montgomery County. They have agreed to share the knowledge and competencies gained during participation in Project PIE in an effort to ensure full IEP implementation for all exceptional children.

3. The enthusiastic cooperation of parents and teachers throughout the project's training activities indicate that cooperative effort in developing effective IEP's will be an important positive result of Project PIE. Participants fully and openly interacted during the course of the project's workshops, and will be able to bring their perceptions of parent and teacher roles in educational programming to others in the community.

4. Participant evaluations indicated a definite need for continuing education in the area of IEP implementation through additional in-service programs and workshops.

5. The Partners in Education In-Service Training Manual is intended to serve as a guide for the planning, organization, and delivery of future training programs. Toward this goal, pre-workshop activities, workshop activities, evaluation procedures, outlines of presentations, and a variety of related materials are presented in a clear and concise format. The staff of the project stresses, however, that the Manual materials need not be duplicated in order to conduct a successful program. They have been included to indicate the total scope of the PIE program, and should be considered as a framework for similar activities. The only "must" that the staff recommends is the creation of an atmosphere of open communication and cooperative effort—a partnership—among program participants.

6. The project data, contained in the Partners in Education IEP Cost Study, pertains to the demands placed upon the staff (e.g., time, effort, support services needed) for the IEP process and should help clarify difficulties and weaknesses in IEP procedures as well as indicate avenues of refinement to facilitate implementation. The data also suggests implications for future preparation of parents and instructional personnel to assist in compliance with PL 94-142.

9. FACTORS RELEVANT TO SUCCESS AND SHORTCOMINGS

SUCCESSES FROM THE PROJECT STAFF'S POINT OF VIEW

From the staff's point of view the main factors which contributed to the success of Project PIE were:

1. the thoroughness of the preparatory activities
2. the competency of the project staff
3. the cooperation of the administrative staff of the Montgomery County Intermediate Unit
4. the excellence of the facilities offered by the Montgomery County Intermediate Unit
5. the enthusiastic participation of all parents and teachers involved in the project
6. the expertise of the guest speakers and consultants to the project
7. the successful development of an atmosphere of open communication among all participants
8. the design and clarity of the project products: the Partners in Education In-Service Training Manual and the Partners in Education IEP Cost Study.

SUCCESSES FROM THE PARTICIPANTS' POINT OF VIEW

Some of the participants' evaluations of the project's success are presented below:

> Training parents and teachers together. Terrific being able to hear from parents concerning their needs in this open and forthright manner.
>
> The positive approach taken by the consultants and leaders. The tying together of parent and teachers' needs. The ability to have everyone feel comfortable

> with their feelings and not having to defend a position and not to feel uncomfortable because you were a parent or a teacher.
>
> The workshop was very well organized yet flexible enough to accommodate group or individual concerns and questions. All personnel involved were well informed and interesting.
>
> Ongoing involvement and awareness of changes in education. The varied modes of information presentation. Involved participation of all members - not only parents and teachers - but project presenters also.
>
> I was extremely impressed with the intelligent, enthusiastic, motivated educators connected with the I.U. It was an excellent learning situation for me because of them. I have a much better view of special education teachers and their problems and concerns. I'll be much more supportive.
>
> The communication that existed between parents and teachers and hopefully that the information that was presented here will be transmitted to other parents and teachers.
>
> The organizational staff - the wealth of written material and information supplied - the interaction of staff, teachers and parents - the genuine hospitality and friendly enthusiasm of all.
>
> The workshop was well organized and executed. The consultants were well chosen, well informed and appeared to have a true commitment to the success of the project. Also the marvelous blend of teachers and parents was very enlightening and beneficial.

SHORTCOMINGS FROM THE PROJECT STAFF'S POINT OF VIEW

The shortcomings are described by the staff in the section entitled LOOKING BACK in the PIE In-Service Training Manual as follows:

> If we had it to do over again, we would have allotted more time for certain activities and eliminated others from the agenda. While we thought each speaker had been given ample time for his or her presentation, we discovered that some topics elicited much greater reaction from the participants than others. Since our underlying philosophy was to allow maximum group participation, there were times when the question and answer period ran well over the allotted

period of time. Consequently, some of the presentations scheduled for the end of the day were unfortunately postponed or considerably shortened.

Since all of the topics selected for presentation were considered important to developing an awareness of the IEP process, perhaps the best way to deal with the problems of an overcrowded schedule is to select the absolutely essential topics for an initial workshop, and then schedule additional related activities for a follow-up session.

The area we selected to house the workshop was, according to all architectural standards, larger than necessary for the number of participants. In fact, the first two days the room felt spacious and comfortable. On the third day someone commented that the room seemed somewhat crowded. On the fourth day, several participants agreed that the room seemed smaller than it had initially. By the fifth day, the general consensus was that the walls of the Intermediate Unit had somehow mysteriously moved inward about 15 feet on each side!

We can only suggest that if your workshop is to take place over a series of consecutive days, select a room which is twice the size you may think is appropriate. By the third day it will have the perfect dimensions!

We would encourage each presenter to bring handouts and/or visual aids for each participant. Several participants expressed a desire to review information at their leisure, and if the speakers did not supply explanatory handouts, this was impossible.

In retrospect, we feel that some topics would have been better illustrated if the speakers had given a series of specific examples. Obviously general information to introduce a subject is essential to developing the participants' understanding. However, in an area such as assessment, for instance, specific examples may have helped the participants to gain a greater understanding of an extremely complex subject.

While project staff believes that PIE was clearly a superior inservice effort, the sheer amount of time, effort, resources, and indeed money that must go into such an effort must be very carefully considered before embarking upon it.

Our last problem is a difficult one to solve. While all of the participants came to learn about the IEP process, the teachers were generally more knowledgeable about some aspects of IEP development than the parents. Consequently, certain presentations and activities (e.g., "What is a Good Objective?") were interesting for the parents but repetitious for the teachers.

SHORTCOMINGS FROM THE PARTICIPANTS' POINT OF VIEW

The shortcomings of the project were described by parents and teachers as follows:

> It is hard to identify weaknesses. I felt that the sessions could have started a little more promptly in a.m.; however, I recognize the difficulty in doing so with a large group of people who come from all over the county to get here.
>
> Sometimes not having enough time to discuss certain areas.
>
> Maybe parents could have had documents provided earlier to be able to bring more questions with them. Some parents didn't have time to read material nightly and absorb all information. I hope they'll feel comfortable calling in their questions. I think it would have been beneficial to have had a separation of parents and teachers to answer some questions which someone may have wanted to present without boring others. On whole, a very informative and interesting workshop.
>
> For me, it could have been more than 5 days - only because I think maybe the parents could use a session by themselves, to talk about what possible help they could now be to their district.
>
> More parents and teachers should have been able to come.

SUCCESSES AND SHORTCOMINGS FROM A CONSULTANTS POINT OF VIEW

A report by Dr. David Smith summarizing his consultant activities to Project PIE is contained in Appendix E.

10. CONCRETE PROJECT OUTPUT

Project PIE had three concrete work products.

1. The PARTNERS IN EDUCATION IN-SERVICE TRAINING MANUAL is a summary of the activities which took place during six days of in-service training. The manual is intended to serve as a guide for persons planning similar workshop programs. Six appendices at the back of the manual correspond to the six in-service days, and contain materials and resources related to each day's activities and presentations. The PIE In-Service Training Manual is attractively designed and presents information in a clear and concise format.

2. The PARTNERS IN EDUCATION IEP COST STUDY provides information related to the demands placed upon staff time for the IEP process and provides data concerning the cost of developing IEP's for various exceptionalities. This information will assist school district and Intermediate Unit personnel in understanding the time and cost requirements of IEP development.

3. RESOURCE PERSONS FOR IEP IMPLEMENTATION IN MONTGOMERY COUNTY is a list of parents and teachers who have participated in the Project PIE in-service activities and are willing to share their knowledge and expertise with other parents and special education personnel in Montgomery County, Pennsylvania.

11. DISSEMINATION ACTIVITIES

Dissemination activities focused on the distribution of the documents produced by the project. These include the Partners in Education In-Service Training Manual, the Partners in Education IEP Cost Study, and "Resource Persons for IEP Implementation in Montgomery County". In addition, Dr. Marianne Price, Project Director, and Mary D'Ippolito, Project Associate, presented a discussion of the project at the Pennsylvania DCLD Convention.

The PIE In-Service Training Manual was distributed to all parent and teacher participants associated with the project. In addition, copies of the manual were disseminated to a contact person in each district in Montgomery County and to all consultants to the project. Copies were also given to the administrative staff of the Montgomery County Intermediate Unit, including the supervisors of all MCIU classes for exceptional children. Copies of the manual were also disseminated to special education personnel in State College, Pennsylvania, and to BEH in Washington, D.C.

The majority of the manuals were disseminated at the final Project PIE in-service program on May 30, 1978, since more than eighty persons associated with the project were in attendance. The remaining copies were disseminated by direct mail, to satisfy requests.

The Partners in Education IEP Cost Study was disseminated by direct mail to all Project PIE participants, all district contact persons involved in the project, the administrative staff of the Montgomery County Intermediate Unit, and Directors of Special Education at each of the 29 Intermediate Units in Pennsylvania.

The list of Parent Resource Persons was distributed by direct mail to all districts in Montgomery County, and each district was informed of the Teacher Resource Person available in that district.

The DCLD Presentation reached persons involved in the education of learning disabled students. The project's goals, materials, and activities were discussed in detail and a question and answer session provided intensive interaction between the project staff and the audience.

A partial list of persons who have received the Project PIE materials is included as Appendix F. The materials were extremely well received, and it is our hope that they will be used extensively to further the goal of better educational programming for all exceptional children.

12. CONTINUATION OF PROJECT ACTIVITIES AFTER CESSATION OF FEDERAL FUNDS

The primary project activities which warrant continuation after the termination of federal funding are:

1. the utilization of the Partners in Education In-Service Training Manual for the development of similar workshop programs for parents and teachers who were unable to participate in the PIE project;

2. the development of supplementary in-service programs for the Project PIE participants;

3. the utilization of the Partners in Education IEP Cost Study to develop and refine IEP implementation procedures;

4. the collection of data to assess the extent to which project participants have fulfilled the role of Resource Person.

13. EFFORTS OF OTHER AGENCIES TO ADOPT OR ADAPT PROJECT ACTIVITIES

The project staff feels that an important index to the impact of this project on other agencies is the responsiveness of other professionals and organizations to the products developed. These products have been received enthusiastically by participants and visitors to the workshops.

While it was beyond the scope of this project to formally determine the magnitude of its outreach effort, records have been kept of the agencies, schools, and individuals who have requested and received project materials. We know that printed materials have reached individuals throughout Montgomery County, and we are optimistic that the project will continue to be helpful to professionals who serve exceptional children.

APPENDIX A

PARTNERS IN EDUCATION IN-SERVICE TRAINING MANUAL

Project
Partners in Education

Training Parents & Teachers
in
the IEP Process

The work presented or reported herein was performed pursuant to a grant from the United States Office of Education, Bureau of Education for the Handicapped, Handicapped Personnel Preparation 13.451. (Grant Number 7701460, OE Entity Number 1-231738850A1, Project Number 451AH70231). The Bureau encourages expression of ideas. However, the opinions expressed herein do not necessarily reflect the positions or policy of the USOE or BEH, and no official endorsement by either should be inferred.

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This manual has been developed as a result of Project Partners In Education (PIE) in-service training activities. Project PIE represents the cooperative efforts of many persons who gave generously of their time, energy and expertise in order to ensure the success of this project.

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Mr. Peter Boardman, Project Associate, PIE
Mrs. Melinda Martin, Project Associate, PIE
Mrs. Glenda Snell, Secretary, Project PIE

PARTICIPANTS

The staff members fully recognize that a great deal of the success of Project PIE must be attributed to the enthusiasm and cooperation of the parent and teacher participants. We therefore wish to offer our appreciation to the following people:

Teacher Participants:

Mrs. Beth Burgess
Mrs. Francis Roskow
Ms. Cynthia Wirth
Ms. Judith Vietri
Mrs. Cheryl Fryer
Ms. Laura Thompson
Mr. Edward Mikolaitis
Ms. Carlene Barone
Ms. Patricia Parente
Mrs. Margaret Lloyd
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- Mrs. Lois Kligerman
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- Mrs. Louise Daft
- Mrs. Elaine Bleiler
- Mrs. Mary Jane Lederman
- Mrs. Joan Steinberg
- Mrs. Carol Simonetta
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- Mrs. Jean Kutz
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- Mrs. Janet Prince
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- Mrs. Rita Gerber
- Mrs. Myra Weissberger
- Mrs. Kay Simon
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- Mrs. Shirley Sweet
- Mrs. Victoria Cusamano
- Mrs. Janice Cook

Volunteer Participants:

- Mrs. Jane Temple
- Mr. Paul Duelfer
- Mrs. Ann Boyle

CONSULTANTS

The contributions made by the consultants to the project were instrumental in helping us to achieve our goals and objectives. For their time, effort and willingness to share their expertise, we wish to thank the following people:

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Federal Projects Advisory Task Force
Project AID (Assistance for IEP Development)

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Project PIE would not, of course, have been possible without the support and facilities provided by the Montgomery County Intermediate Unit. We wish to thank the following people for their guidance and support throughout the workshop:

Dr. Dennis Harken, Executive Director
Dr. Steven Banks, Director of Special Education
Mrs. Nancy Anderson, Assistant Director, Special Education
Mr. Peter Boardman, Assistant Director, Special Education

PREFACE

This Partners In Education In-Service Training Manual is the culmination of a federal project effort sponsored by Montgomery County Intermediate Unit # 23. The purpose of the project, which took place from July 1, 1977 to June 30, 1978, was an attempt to create a corps of resource persons composed of parents and teachers who would be knowledgeable about: (1) PL 94-142, (2) state standards and programs for the handicapped, (3) IEP development and implementation, and (4) specific procedures employed in the identification and placement of handicapped children in appropriate programs of education. It was our hope that these project participants would willingly share their skills, knowledge and experience with other teachers, parents and administrators, thereby furthering the goal of better education for all handicapped children.

The PIE In-Service Training Manual is intended to be a guide for the replication of the in-service training activities which were carried out by the project. To this end, the specific and varied activities of Project PIE have been transposed into a written document. Every effort has been made to provide sufficient information in a meaningful, clear format so that the reader will fully understand what occurred, how it occurred, and how to, if desired, duplicate some or all of the activities. The word "duplicate" is used with caution. We are not advocating carbon copy repetitions of our workshop, but rather hope that readers use this manual as a resource for the development of a workshop program which will meet the unique needs of their participants.

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An introductory section discusses the Project PIE objectives and the preparatory activities which preceded the workshop.

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A separate agenda is included for each day followed by an in-depth discussion of the presentations, techniques and procedures used to implement the day's planned activities. For each presentation, our discussion will include:

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II. Key points

III. Relevant activities (e.g., critiquing, small group discussion, lecture, etc.)

IV. Materials and resources used for presentations (or suggested materials)

V. Bibliography, if appropriate

Following the Workshop Activities, we have included a section on the problems we encountered and a few suggestions for change. There is a decided advantage in looking back, and we thought it might be helpful to share some of our difficulties in an effort to assist future planners in avoiding "minor disasters."

The next section is entitled Evaluation, and discusses all the evaluation procedures and forms used during the workshop program.

The remaining sections of the manual are organized in a series of appendices containing materials, forms, references and resources which were used for the PIE in-service programs.

These appendices correspond with the agendae for the six workshop days and are labeled accordingly Day 1, Day 2, etc.

It is our hope that the information and ideas contained in this manual will prove valuable to others who share our belief that the handicapped child can best be served if parents and educators work as partners.

INTRODUCTION

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The major objectives of Project Partners In Education (PIE) as set forth in the original proposal funded by the Bureau of Education for the Handicapped were:

- to inform participants about PL 94-142, including the Pennsylvania State Guidelines for Individual Education,
- to inform participants about, and promote understanding of, Pennsylvania State Standards for Special Education,
- to inform participants about all exceptionalities covered in the State Standards,
- to upgrade teachers' skills in IEP writing,
- to upgrade participants' understanding of pupil assessment and to upgrade skills in interpreting assessment results,
- to help participants develop an understanding of due process and educational legalities,
- to inform participants about conferencing procedures and to upgrade conferencing skills.

Clearly the mission of Project PIE involved information dissemination and data collection. In addition, however, and perhaps more importantly, it was our desire to create and maintain open communication and cooperative effort – a partnership – between parent and teacher participants.

A workshop can take many forms. For the staff of Project PIE, the need to foster this positive interaction between parent and teacher became our dominant theme as we planned a schedule and developed the activities and materials for our workshop.

In this In-Service Training Manual, you will find a detailed description of the methods and materials used to implement the PIE philosophy and to successfully realize the stated goals. Please be aware that this program can be varied in many ways, depending on the interests and needs of your group, the limitations of time and space, and the availability of knowledgeable consultants. We wish, however, to point out that, while the design offers great flexibility, any successful adaptation of the PIE program is dependent upon understanding that dynamic participant interaction is the one "must" in an otherwise variable format.

It is also important to be aware that some of the information contained in this manual is subject to periodic changes (e.g.,due process, referral procedures) and will have to be updated accordingly.

Step 1 – Developing a time line

With our objectives and philosophy delineated, we began by developing a time line. Initially, our time line included only the dates of initial planning meetings and the selected date and alternate dates for the in-service programs. As definite activities were decided upon, beginning and concluding dates for each activity were entered on the time line. Ultimately, the time line contained every starting and concluding date for every planned activity and for the preparation and completion of all workshop materials. The time line thus gave us a comprehensive view of all activities and materials, pointed out any conflicts in scheduling, indicated actual progress based on initial projections, and served as a constant check list to ensure complete and efficient preparation.

Step 2 – Arranging for a facility

Once the in-service dates were decided, we arranged for a facility to house the workshop. Our criteria for an appropriate facility required that it be:

1. large enough to comfortably accommodate the participants
2. convenient to public transportation
3. adequately equipped with rest rooms, electrical outlets, storage space for equipment, a coat room, and display facilities
4. adequately ventilated, heated or air conditioned, and properly lighted

Step 3 – Planning an agenda

After selecting a facility, we then planned an agenda based on the goals and objectives previously agreed upon.

When planning an agenda, we were careful to include many different modes of presentation. Lectures, large and small group activities, panel discussions, and different types of media and material were all selected as effective ways to present information. We found, in fact, that varying our techniques helped to maintain a very high level of participant interest and interaction.

We also made the decision to implement our agenda with a variety of guest speakers and consultants, each having expertise in a differing aspect of special education. Knowledgeable guest speakers, we felt, would be the best source of accurate, up-to-date information for the participants, and be most qualified to answer clarifying questions.

We should mention at this point, that ample time slots for questions and answers, or "feedback," were an important aspect of the agenda. Keeping in mind our desire to foster open communication at all levels of workshop participation, we made every effort to schedule frequent time periods when guest speakers and participants could interact.

Step 4 – Selecting participants and guest speakers

With the planning stages well underway, we then compiled a list of participants and guest speakers so that formal correspondence could begin. We checked to be sure all appropriate interest groups were represented, and all proposed guest speakers had the necessary qualifications. A list of alternate participants and guest speakers was proposed in case those originally selected were unavailable.

Step 5 – Contacting the participants

Contacting the selected participants by mail was the next logical step in preparing for the in-service. We decided to design a needs assessment or pre-evaluation form to be included with our initial letter. Our expectation was that the pre-evaluation would indicate some specific needs of the participants, and would ultimately guide us in our emphasis of subject areas throughout the workshop.

An initial letter to parents and teachers included:

1. an explanation of the workshop
2. the day, date, times, and location(s)
3. a needs assessment form and stamped self-addressed envelope
4. an explanation of payment arrangements for participation and mileage for parent participants
5. an explanation of substitute teacher arrangements for teacher participants
6. the name, address and telephone number of a contact person

Step 6 – Following-up

It was hoped that everyone would respond to the initial letter promptly and positively. As you may have surmised, everyone did not! Telephone calls were made to any proposed participant who did not respond.

Step 7 – Contacting the guest speakers

Next, our selected guest speakers were contacted by mail. This letter included:

1. an explanation of the workshop
2. a request for specific participation
3. the day, date, time and location of the in-service
4. the name, address and phone number of a contact person

Step 8 – Following-up

Again, follow-up telephone calls were made to those who did not respond.

Step 9 – Sending a reminder letter to the participants

Approximately one week prior to the workshop a reminder letter was sent to each participant. This letter included:

1. the day, date, time and location of the in-service
2. the results of the needs assessment
3. a tentative agenda
4. the name, address and telephone number of a contact person
5. maps
6. a list of local restaurants
7. pertinent miscellaneous information such as a payment reminder, check of mileage and a reminder to bring social security number

Step 10 – Sending a reminder letter to the guest speakers

Approximately one week prior to the workshop, we also contacted the guest speakers by mail and telephone. Our correspondence or conversations included:

1. a "thank you" for agreeing to participate
2. a discussion of the subject matter to be covered
3. a reminder of days, dates, times and locations
4. maps or travel instructions
5. a list of local restaurants

Step 11 – Preparing printed materials

Based upon the planned agenda, the number of participants and guest speakers, the needs of the participants and the types of presentations being offered by the guest speakers, we then prepared our printed materials. For the Project PIE workshop, the following printed information was prepared for each participant:

1. two copies of the Pennsylvania State Standards for Special Education (Participants were encouraged to read one copy and indicate on each page any information that was difficult to understand. These copies were then given to both project staff and consultants, and used as a basis for clarifying the State Standards. The second copy was intended as reference material.)
2. a packet containing definitions, program descriptions, and educational programming information about each exceptionality
3. the results of the needs assessment
4. Pennsylvania State Guidelines for IEP Development
5. The Federal Project Register Part IV, Non-descrimination on the Basis of Handicap

6. a Dictionary of Educational Terms
7. a Glossary of Educational Acronyms
8. criteria for writing and evaluating IEP's
9. an example of a poorly written IEP
10. assessment information about the student in the poor example
11. well written examples of IEP's for each exceptionality
12. blank IEP forms
13. a list of IQ assessment devices for each exceptionality
14. a list of minimal assessment devices required for identification of each exceptionality
15. procedural safeguards for IEP's (Basic Education Circular 42-77)
16. Due Process and the Exceptional Child, a bulletin developed by the Education Law Center, Inc., Philadelphia, PA
17. an outline of conferencing components
18. workshop evaluation forms
19. post self-evaluation forms
20. post tests
21. a workshop participant list including the following information for each participant:
    a. name, address and phone number
    b. school, school address, school phone number
    c. school district
    d. exceptionality
    e. level (primary, intermediate, middle school, junior high, senior high)
    f. type of class (self-contained, resource room)
22. an agenda

Step 12 – Preparing participant folders

In addition to all the printed materials, each participant was given a two-pocket folder containing writing paper, one black lead pencil, two pencils of different colors and two 4x6 index cards – one with a straight pin at the top. These cards were used for "getting acquainted" activities and parent-teacher conferencing exercises.

Providing these supplies ensured that each participant had convenient writing materials, and helped to create an orderly progression of events on the first day.

Step 13 – Selecting audio-visuals

The use of audio-visual materials was carefully considered during the workshop's planning stages. The preparation and use of audio-visuals depends largely upon the availability and quality of necessary technical equipment. The staff of Project PIE decided to use microphones, video-tapes of parent-teacher conferences, and provided an overhead transparency projector for guest speakers.

Step 14 – Selecting additional materials

Additional materials we decided to make available during the workshop included blackboards, chalk, erasers, pointers and bulletin boards.

Step 15 – Providing appropriate seating

Moveable chairs with writing surfaces were requisitioned, and proved comfortable and convenient for the participants. If, however, separate rooms, such as classrooms, had been available when participants wanted to break into groups, an auditorium with stationary chairs could certainly have been used for guest presentations.

Step 16 – Printing and placing signs

We printed and posted easily readable signs, and found them to be an effective way to direct participants to important locations, as well as helping to avoid confusion and delays. Signs were placed inside and outside of our facility, directing participants to the workshop area, rest rooms, telephones and information tables.

Step 17 – Setting up a sign-in table

A combination information/sign-in table was set up, and provided the project staff with the opportunity to greet each participant and to keep an accurate count of all those attending. Name tags were prepared in advance and given out at the sign-in table.

Step 18 – Storing extra supplies

Because the best-laid plans of workshop organizers can, and often do, go astray, an extra supply of pencils, writing paper, blank name tags, folders and other easily misplaced materials were stored in the workshop area.

Step 19 – Arranging for refreshments and lunch

Lastly in our workshop preparations, we arranged to have refreshments provided each day. A luncheon for all participants was planned and ordered for the final day.

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Monday, October 17, 1977

AGENDA

8:30 Coffee & Tea

9:00 Introductions and Greetings
Dr. Libby Goodman, Director, Project PIE
Dr. Dennis Harken, Executive Director, Montgomery County Intermediate Unit
Dr. Steven Banks, Director of Special Education, Montgomery County Intermediate Unit
Dr. Marianne Price, Director, Project PIE
Miss Mary D'Ippolito, Assistant Director, Project PIE
Mrs. Melinda Martin, Project Associate, Project PIE

9:30 Getting acquainted and development of workshop ground rules. A group communication activity conducted by Dr. Marianne Price, Director, Project PIE

11:00 BREAK

11:15 General overview of PL 94-142 and discussion of current State Standards for Special Education presented by Dr. Libby Goodman, Director, Project PIE

11:45 LUNCH

1:00 Program Coordinators and/or Supervisors from the Intermediate Unit will discuss their respective areas of exceptionality. A question and answer period will follow. Introductions by Mrs. Melinda Martin, Project Associate.

2:45 Group meetings – small groups – discussion about the day's events.

INTRODUCTION TO THE WORKSHOP

The introduction and greetings on the first day were delivered by the Project PIE Director, the Executive Director of Montgomery County Intermediate Unit, and the Director of Special Education.

The introduction served the following purposes:

- gave an overview of the entire project
- set the tone for the workshop
- gave basic information such as use of the phone in case of emergency or medical facilities if needed
- introduced the project staff

GETTING ACQUAINTED ACTIVITIES

Getting acquainted activities were another important part of the first day. Toward the goal of developing open communication, cooperative effort, and respect for individual opinions, a group communication activity was conducted by a member of the project staff.

Each participant was asked to locate in the folder provided the 4x6 index card which had a straight pin attached to it. The participant was then asked to write on the card five things about himself or herself.

The members were informed that the purpose of the activity was for members to get to know each other, since they would be asked to form groups composed of equal numbers of parents and teachers at the conclusion of the activity.

Next the members of the group were instructed to move about the room and read each other's cards. All other kinds of communication were discouraged.

After reading the cards, the participants were asked to begin verbal communication. At five minute intervals, signaled by the project staff, everyone was asked to switch partners or groups. Following announcement of the last shift, parents and teachers were directed to form small groups of 4 to 6 members. Participants were informed that they would be working in their groups at various times throughout the five day workshop.

It was the feeling of the project staff that this type of small group situation would be the best vehicle for creating the atmosphere of free expression and productivity that the staff was seeking.

DEVELOPING GROUND RULES

The staff of Project PIE recognized that specific ground rules for guiding the activities of participants were a necessary part of the workshop's structure. Recognizing also, that the most effective rules would be those developed by the participants themselves, each small group was asked to prepare a list of suggested ground rules. The groups were also asked to elect a secretary or chairperson who would serve as a spokesperson for the group, and present the group's ideas to the total membership.

The final Ground Rules developed by the PIE participants are outlined on the following page. While these ground rules proved effective for the PIE workshop, please be aware that we are including them in the manual only as an example of the type of rules which may evolve in a workshop setting. Every group will develop different rules to meet a different set of needs.

October 17-21, 1977

GROUND RULES

1. Verbalize concerns about group dynamics.
2. Recognize each team member's right and need to express himself.
3. Do not limit discussion to one exceptionality, take a broad viewpoint, generalize.
4. Maintain a sense of humor.
5. Elect a group leader; get to know everyone; attempt to understand each person's frame of reference.
6. Stick to the subject. Speak in understandable language.
7. Be on time; sign in; listen attentively.
8. SPEAK OUT!

LINES OF COMMUNICATION

In order to insure both maximum participation among group members and effective communication between groups and workshop personnel, a period at the end of each day was set aside for small group meetings. At these meetings, participants were encouraged to ask questions, discuss concerns and critique the day's activities. At the conclusion of these meetings, each group's chairperson was asked to meet with the project staff to convey the group's questions and concerns. In this way, the project staff was able to provide immediate answers and explanations and to alter the next day's agenda, if it appeared that a change was necessary to best meet the needs of the total workshop membership.

PROJECT PARTNERS IN EDUCATION WORKSHOP
OVERVIEW OF PL 94-142

Dr. Libby Goodman, Director, Project PIE

I. PURPOSES

A. To provide the participants with a general overview of PL 94-142.

II. KEY POINTS

A. The IEP is not an instructional plan.

B. It is a management tool that is designed to assure that, when a child requires special education, the special education designed for that child is appropriate to his or her special learning needs, and that the special education designed is actually delivered and monitored.

C. It is not an accountability measure based on student achievement of annual goals and short term objectives for educational personnel working with the student.

D. The IEP plan must include:

1. A written statement of the student's present levels of educational performance.
2. A statement of annual goals reflecting the student's present levels of educational performance and specifying the behavior to be achieved through the individualized education program.
3. A list of short-term objectives which serve as the steps in achieving each annual goal.
4. A statement of appropriate objective criteria, evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved.
5. A statement of the extent to which the student will be able to participate in a regular education program.
6. A description of all special education and related services required to meet the student's needs, any special instructional media and materials to be provided and the type of physical education program in which the student will participate.
7. The projected date for beginning the program and the anticipated duration of these services.

III. ACTIVITIES

A. Lecture

B. Question and answer session

IV. MATERIALS AND RESOURCES

A. Ballard, J., Public law 94-142 and section 504 – understanding what they are and are not. Reston, Va. : Council for Exceptional Children, 1977.

B. Enlightenment, a right to education. Philadelphia: Public Interest Law Center, 1977.

C. Schrag, J. A., Indivudualized education programming (IEP): A child study team process. Austin: Learning Concepts, 1977.

D. Torres, S., A primer on individualized education programs for handicapped children. Virginia: Foundation for Exceptional Children, 1977.

PROJECT PARTNERS IN EDUCATION WORKSHOP REVIEW OF PENNSYLVANIA STATE STANDARDS

Dr. Libby Goodman, Director, Project PIE

I. **PURPOSE**

A. To inform participants about state regulations for special education.

II. **KEY POINTS**

A. A listing of the exceptionalities covered in the standards.

B. Definitions of each exceptionality.

1. Brain Damage
2. Hearing Impaired
3. Learning Disabled
4. Mentally Gifted
5. Mentally Retarded
6. Physically Handicapped
7. Severely and Profoundly Impaired
8. Socially and Emotionally Disturbed
9. Speech and Language Impaired
10. Talented
11. Visually Impaired

C. Definitions of types of classes

1. Itinerant
2. Resource Room
3. Part-time Special Class
4. Full-time Special Class

D. Explanations of groupings
  1. Elementary
    a. Primary
    b. Intermediate
  2. Secondary
    a. Junior High
    b. Senior High
  3. Middle Schools

III. ACTIVITIES

A. Oral presentation with visuals

B. Take home assignment to read the standards and underline any portions that are not clear.

C. Follow-up question and answer session

IV. MATERIALS AND RESOURCES

A. Overhead transparencies

B. The Pennsylvania State Standards for Special Education (see Appendix to Day I)

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PROJECT PARTNERS IN EDUCATION WORKSHOP
OVERVIEW OF EXCEPTIONALITIES

Mrs. Melinda Martin, Project Associate, PIE

I. PURPOSE

A. To familiarize the parent and teacher audience with the ten handicapping exceptionalities described in the Pennsylvania State Standards for Special Education.

B. To provide the project participants with an opportunity to meet and associate Intermediate Unit program supervisors and coordinators with delivery of service within each exceptionality.

C. To provide the project participants with an opportunity to ask questions directly of the Intermediate Unit program supervisors/coordinators in reference to delivery of service.

II. KEY POINTS

The format for the material dissemination as well as each person's speech covered the following areas:

A. Definition of Exceptionality: The Special Education State Standards (9/30/77) provided the definitions for this section.

B. Program Description: The Intermediate Unit Curriculum Handbook and individual program materials provided the basic information presented by each program coordinator. Three general topics were discussed for each exceptionality:

1. Acceptance Criteria
2. Major Goals
3. General Learner Characteristics
4. Educational Programming
    a. total number of classes
        1. I.U./district/itinerant
    b. maximum class size
        1. resource room/self-contained

c. typical school setting

  1. regular school building/special school/other

d. special equipment/methods used with exceptionality

III. ACTIVITIES

Each program representative spoke briefly on his or her area of expertise, following the format outlined above. A question and answer period directed to a panel of speakers was held after the presentations.

IV. MATERIALS AND RESOURCES

The handout disseminated at the workshop is found in the Appendix to Day I. (Title: Overview of Exceptionalities).

PROJECT PARTNERS IN EDUCATION WORKSHOP – DAY II

Tuesday, October 18, 1977

AGENDA

8:30 Coffee and Tea

9:00 Feedback on group meeting at the end of yesterday. Questions and answers on State Standards – hand in homework assignment.

9:15 Discussion of Preworkshop Needs Assessment forms and results will be presented by Miss Mary D'Ippolito, Assistant Director, Project PIE.

9:30 Explanation of PL 94-142, ramifications of the law and the component parts of the IEP – presented by Ms. Hinda Miller, Suburban Unit Coordinator of the National Learning Resource Center of Pennsylvania.

10:30 BREAK

10:45 Question and answer period covering PL 94-142

11:15 The review of relevant information concerning IEP's – presented by Miss Mary D'Ippolito.

12:00 LUNCH

1:00 Each small group will continue to critique the sample IEP and rewrite the IEP to meet the criteria for IEP's.

2:00 BREAK

2:15 Each group will share their ideas on improvement of the sample IEP with the entire audience.

2:30 Sample IEP's will be shared with the group. IEP's from each area of exceptionality will be distributed to each participant.

2:45 Group meetings and feedback to project personnel.

PROJECT PARTNERS IN EDUCATION WORKSHOP NEEDS ASSESSMENT

Miss Mary D'Ippolito, Assistant Director, Project PIE

I. PURPOSE

A. To inform the group of needs assessment results

B. To explain the relationship between the presentations listed on the agenda and the results of the needs assessment.

II. KEY POINTS

A. Parents and teachers completed different needs assessment forms (See Appendix to Day II).

1. The first five questions on the parent and teacher forms were identical and had to do with Public Law 94-142 requirements.
2. Parents completed questions about knowledge of educational practices and assistance.
3. Teachers completed questions about mastery of various teaching competencies.

B. Evaluation of Responses

1. Evaluation was based on tabulating responses (i.e. the number of participants rating a question 1-2-3 or 4 and converting the response to percentages for each of the responses options 1-2-3-4).

EXAMPLE

Question	Response			
Mainstreaming and least restrictive environment	Little Knowledge			Much Knowledge
	1	2	3	4
No. Responding	4	5	9	3
Total No. of participants	21	21	21	21
Percentages	19%	24%	43%	14%

2. Results indicated parents and teachers had similar needs in several areas.
3. Workshop activities were based on group needs.

III. ACTIVITIES

A. Oral presentation with overhead transparencies.

B. Question and answer period.

IV. MATERIALS & RESOURCES

A. Overhead transparencies of results.

B. Handouts of Results.

PROJECT PARTNERS IN EDUCATION WORKSHOP
EXPLANATION OF PL 94-142

Ms. Hinda Miller, Suburban Unit Coordinator of
the National Learning Resource Center of Pennsylvania

I. **PURPOSE**

A. To inform the group about PL 94-142 and the intent of the law.

B. To inform the group about the components of an IEP.

C. To develop the concept of the IEP process.

D. To familiarize the group with the forms and formats to be used in the IEP process.

II. **KEY POINTS**

A. The intent of PL 94-142

B. The seven components of the IEP

C. The participants in the IEP planning meeting

D. The instructional areas to be represented in the IEP

E. The related services

F. The extent to which the student will be able to participate in regular education

G. Due Process and the IEP Plan

H. Procedural Safeguards

  1. Native language communication
  2. Culture free testing
  3. IEP confidentiality

I. IEP Process for IEP's initiated by the local education agency

J. IEP Process for parent initiated IEP's

K. Forms and formats

III. ACTIVITIES

A. Oral presentation by expert in the field.

B. Question and answer period.

C. Provide participants with reference material.

IV. MATERIALS AND RESOURCES

A. A manual for local education agency representatives. Montgomery County Intermediate Unit, Pa. : Project AID*, 1978

B. Ballard, J., Public law 94-142 and section 504 – understanding what they are and are not. Reston, Va. : Council for Exceptional Children, 1977. (See Appendix to Day II)

C. For your information. King of Prussia, Pa. : National Learning Resource Center of Pennsylvania, 1977.

D. IEP handbook: A teacher manual for the implementation of public law 94-142. Montgomery County Intermediate Unit, Pa. : Project AID*, 1978.

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*Project AID (Assistance for IEP Development) is the Montgomery County Intermediate Unit's Indivudualized Education Program (IEP) special assistance project to constituent School Districts, Intermediate Unit Programs, Approved Private Schools, Area Vocational-Technical Schools, Private Licensed Facilities, State Schools and Hospitals, Non-Public Schools, and other human service agencies. Manuals developed by Project AID have been distributed to each school building throughout Montgomery County.

PROJECT PARTNERS IN EDUCATION WORKSHOP
REVIEW OF RELEVANT INFORMATION CONCERNING IEP'S

Miss Mary D'Ippolito, Assistant Director, Project PIE

I. PURPOSE

A. To list the steps of the IEP process

B. To present a list of educational terms

C. To present a list of common educational acronyms

II. KEY POINTS

A. The IEP process for children already in Special Education Programs

B. Terms related to the IEP

C. Acronyms used in education

III. ACTIVITIES

A. Group Activity – Small groups formulate the IEP process, followed by total group discussion to accurately finalize and record the procedure

B. Pass out reference materials

C. Discussion and question and answer period

IV. MATERIALS AND RESOURCES

A. Dictionary of Educational Terms developed by Project PIE, Fall, 1977. (See Appendix to Day II)

B. Procedures for Parent Involvement in the IEP Process (flow chart) developed by Project AID, 1977. (See Appendix to Day II)

C. Glossary, (terms and acronyms) developed by Project AID, Fall, 1977 (See Appendix to Day II)

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PROJECT PARTNERS IN EDUCATION WORKSHOP – DAY III

Wednesday, October 19, 1977

AGENDA

8:30 Coffee & Tea

9:00 Introduction and background concerning assessment. The importance of testing will be discussed, and information about testing and types of tests will be presented. Some areas to be covered will be norm-referenced tests, achievement tests, group tests, individual tests, psychological testing, criterion-referenced tests and what scores actually mean and how to interpret scores.

Dr. Ron Fischman – intelligence testing
Dr. Libby Goodman – other topics in the area of assessment

10:30 BREAK

10:45 Continuation of assessment by Dr. Goodman

12:00 LUNCH

1:00 Legality and Due Process – the history, the law and what it means to education presented by Mr. Peter Boardman, Assistant Director of Special Education

2:00 BREAK

2:15 Continuation of legality and due process

2:45 Group meetings

PROJECT PARTNERS IN EDUCATION WORKSHOP
PSYCHOLOGICAL ASSESSMENT

Dr. Ronald Fischman, Director of Psychological
Services, Montgomery County Intermediate Unit

I. PURPOSE

A. To develop an understanding of assessment strategies.

B. To understand the basis for cognitive assessment vs. "I.Q. Testing".

C. To appreciate the necessity for multiple criteria in psychological and educational diagnoses.

D. To understand the differences between testing and assessment.

II. KEY POINTS

A. Educational or psychological diagnosis based upon a single criterion is at best a poor diagnostic technique. Research concerning this was discussed in detail.

B. Intelligence Quotient is merely a test score which is used to predict success in school-related tasks. It is not a fixed score and is variable in accordance with many factors such as the test administrator, the nature of the test being used, the conditions under which the test is provided, and the status of the student being tested during the testing.

C. Diagnosis must consider not only cognitive functioning, but also academic functioning, social and emotional development, and physical development.

D. Diagnostic strategies in both psychology and education must consider the statistical factors concerning specific testing techniques. While many tests do offer intelligence quotients or "I.Q.'s," many of these techniques are not reliable and valid predictors of school success. Again, it must be stressed that the purpose of intelligence testing is not merely to fix an I.Q., but to find some prediction of school success and to note cognitive strengths and weaknesses. To this end, physical and psychological conditions during the assessment of the student must be considered. Additionally, conditions of the testing milieu must be considered as a contributing factor which may affect a student's functioning during assessment.

E. Testing refers to the actual administration and scoring of a test. In most cases this is a rather simple procedure which can be taught to anyone who can follow directions Indeed, it would not be difficult to teach a sixth or seventh grader how to administer even a complex intelligence scale such as the Wechsler Intelligence Scale for Children. Assessment refers to the more general process of determining strengths and weaknesses and using the information to make recommendations considering the progress of an individual or group of individuals in given situations. Assessment is a much more difficult, professional enterprise involving not only the actual administration and scoring of testing techniques, but also the selection of which testing techniques would be appropriate for specific kinds of students and interpreting the information to make recommendations and develop courses of action to help the individual assessed.

III. MATERIALS & RESOURCES

A. Anastasi, A. Psychological testing (3rd. ed.). New York: Macmillan, 1968.

B. Lyman, H. B. Test scores & what they mean. Englewood Cliffs, N. J. : Prentiss Hall, 1971.

C. Mann, L. & Sabatino, D. (Eds.). The second review of special education. Philadelphia, Pa. : JSE Press, 1974.

D. Salvia, J. & Ysseldyke, J., Assessment. Boston: Houghton, Mifflin, 1978.

E. Smith, R. Teacher diagnosis of education disabilities. Merrill, 1971.

PROJECT PARTNERS IN EDUCATION WORKSHOP
ASSESSMENT OF EXCEPTIONAL CHILDREN

Dr. Libby Goodman, Director, Project PIE

I. PURPOSE

A. To acquaint Project PIE participants with the dual functions of assessment:

   1. identification of exceptionality

   2. instructional planning

B. To acquaint Project PIE participants with the assessment as required in State Standards.

C. To develop a definition for "present levels of educational performance" which is acceptable to the group.

D. To identify the areas of a child's functioning that should be assessed prior to identification/ placement, and instructional programming.

E. To familiarize Project PIE participants with the concept of norms, different types of test scores.

F. To distinguish between formal and informal assessment, norm-referenced and criterion-referenced assessment.

II. KEY POINTS

A. Assessment

   1. Assessment is a critical component of the entire IEP process. The assessment process provides the information which will aid in determination of:

      a. whether or not the child is exceptional or non-exceptional

      b. the learner characteristics of the child

      c. current levels of educational functioning and instructional need

   2. The assessment data will also be used in the development of the IEP.

B. Different purposes of assessment

   1. It is helpful to distinguish between assessment for identification and assessment for instructional purposes.

a. Assessment for identification provides data which leads to a classification of "exceptional" or "non-exceptional" for the child, and sheds light on the type of exceptionality manifested by the youngster.

b. Assessment for instructional purposes is concerned with the nature of the child's disability, specific skill deficits, areas of intact functioning, etc. in preparation for instructional programming.

2. Assessment for instructional purposes will generally be more expansive than the initial assessment for identification and informal tests and diagnostic devices will be used extensively, whereas, the assessment for placement will, generally, rely more heavily on formal standardized instruments.

C. The variety of test devices used for assessment will vary from one child to another as dictated by the nature and degree of the disability and the individual needs of the child. However, minimal requirements set forth in Pennsylvania State Standards must be followed. The State Standards provide guidelines for the initial assessment for the identification of exceptionality in school age persons.

1. Minimal Assessment Required for Identification of Exceptionality in School Age Persons (Effective September 30, 1977).

a. Brain Damage – Neurological examination

b. Hearing Impaired – Audiological evaluation by an audiologist/otologist

c. Learning Disabled – Educational evaluation to include assessment of specific academic strengths and weaknesses; psychological evaluation (demonstrating average or above average intellectual functioning)

d. Mentally Retarded – Intellectual assessment, adaptive behavior, social adjustment, educational performance (Educable Mentally Retarded – IQ below 80, Trainable Mentally Retarded – IQ below 55, Severely and Profoundly Mentally Retarded – IQ below 30).

e. Physically Handicapped – Physician to determine presence of orthopedic and/or other health impairment; evaluation by a certified school psychologist.

f. Severely Multiply Handicapped – Presence of two or more severe handicapping conditions:

(1) Blind

(2) Brain Injured

(3) Cerebral Palsy

(4) Deaf

(5) Emotionally Disturbed

(6) Muscular Dystrophy

(7) Severely Mentally Retarded

g. Socially and Emotionally Disturbed – Educational evaluation, psychiatric evaluation.

h. Speech and Language Impaired – Screening by speech clinician where appropriate; evaluation by certified public school psychologist or physician.

i. Visually Impaired – Educational evaluation; examination by an eye specialist.

j. Gifted – IQ above 130; some exceptions below 130 where other criteria indicate gifted ability.

D. Assessment for instructional purposes assists in establishing the child's present levels of educational performance. Knowledge of levels of educational performance is important because it shows us where to begin instructional activity with the child.

1. Particular functional areas may be of greater importance for a particular child depending upon the nature of the child's disability.

2. There are many tests available for the assessment of children's performance in any of the performance areas. The teacher and/or psychologist must select specific testing devices which are appropriate to the nature and degree of the child's handicapping condition.

3. Certain functional areas are of concern to the teacher who is the primary agent in the development of the instructional program. The major areas of functioning are:

   a. intellectual status – tests of general intellectual ability

   b. achievement – top performance in all subject areas

   c. personality – to assess the emotional, motivational, interpersonal and attitudinal characteristics of the child.

   d. social maturity – assesses the individual's ability to look after his practical needs and to take responsibility; ability to adapt to social expectations appropriate to his age.

   e. special ability areas – speech and language, perceptual-motor abilities, vocational interests.

E. Formal versus informal tests:

1. Formalized tests (standardized testing) generally involves the administration of the test in a very specific way according to a predetermined procedure. Deviations from the administration procedures are not permitted.

2. Informal testing gives the teacher much greater freedom to modify the testing situation, to interact with the child, to probe into the child performance, etc. Informal tests are often teacher made tests which relate directly to what has been taught previously in the classroom.

F. Norm-referenced versus criterion-referenced:

1. Norm-referenced tests evaluate an individual child's performance through comparison of the child's performance to the group performance of other children of the same age and background. The comparison group is called the normative group on standardization sample; the scores from this group are called norms. In order to have confidence in the comparisons of a child to the normative group (does this child perform better, worse, or

equal to his peers) the normative group must be composed of children similar to the child who has been tested. We can't compare (or make judgements) apples and oranges but we can compare apples to apples, oranges to oranges, etc. Normative groups do not include handicapped children; therefore the use of norm referenced tests for handicapped children is always questionable.

2. Criterion-referenced tests compare an individual child's performance to a preset standard of acceptable performance – not to the performance of other children. The child's performance is evaluated (good or bad) to how well he or she performs a given task(s); the child's score is independent of any other child's score. Criterion-referenced tests tell us specifically what the child can and cannot do; the information they provide is directly relevant to daily instruction.

G. Test Scores:

There are many different types of test scores. The most common ones are grade equivalents and perceptile rankings.

1. Grade equivalent scores tell us that a child's performance is comparable to a certain grade level in that the child's performance is comparable to the performance of other children at a certain grade level. For example, if Jimmy got a score of 3-5 on a reading test we know that Jimmy's reading performance is like that of the average third grader in the fifth month of the school year. Also, we know that Jimmy has mastered the content of reading up to the third year, fifth month level.

2. Percentile ranking scores tell us how many children scored above and below a particular child on a given test. For example, if Jimmy scored at the 75 percentile on a test of reading, we know that 74% of the children taking the test got scores lower than Jimmy and that 25% of the children had scores which were as good or better than Jimmy's test score.

3. Age Equivalent scores are very much like grade equivalent scores. They tell that a child's test performance is comparable to the performance of other children of a certain age. For example, if Jimmy's score on a behavioral rating scale was 7-6, we would know that Jimmy's behavior was the kind of behavior usually seen in children 7½ years of age.

4. Raw scores are the actual number of problems that the child got right or wrong on a test. For example, Jimmy's raw score on a reading test might be 25 correct and 13 wrong. In and of themselves, raw scores mean nothing. They must be judged according to some standard of performance and that standard may be norm-referenced or criterion-referenced.

H. Tests can be wrong:

1. Test scores do not always give an accurate picture of a child's abilities and/or disabilities. Test scores are subject to error – that is the child might (usually does) get a different score if the test is given to him again. On a good test (reliable) a child's score over repeated administration will remain about the same; on a poor test (unreliable) the child's score will vary greatly from one administration of the test to another. If Johnny's score on the same test given twice is passing today and failing tomorrow, there is probably something wrong with the test (all other things being the same).

2. A test score is only one sample of a child's behavior. A judgement about a child based on one measure of the child's behavior is likely to be a poor or inaccurate one. Important decisions about a child should be based on many samples of the child's behavior and on information from all relevant areas of functioning.

III. ACTIVITIES

A. State Standards and Assessment

1. Distribute copies of Pennsylvania State Standards for the operation of programs for exceptional children. Direct participants' attention to pages 7 and 8. Solicit responses to the following questions:

   a. Are the Standards definitive with regard to assessment?

   b. Are specific tests mentioned by name?

   c. Are specific guidelines, procedures or criteria provided?

2. Direct participants' attention to section 341.12 and to the definitions on pages 1, 2, 3, 4, 5. Solicit responses to the following questions:

   a. Are the definitions definitive with regard to assessment?

   b. Are specific tests mentioned by name?

   c. Are specific guidelines, procedures or criteria provided?

3. Summary: Activity should lead to an awareness among the group that the State Standards merely require "appropriate" assessment and provide minimal guidance regarding specific tests, procedures, etc. Educators must exercise professional judgement.

B. Defining the term "Instructional Level"

1. Solicit definitions of instructional level from the group. Formulate a definition which is acceptable to a majority of the participants and embodies a clear educational focus. For example, our group settled on the following definition for instructional level: The level of instruction at which the child derives the most benefit from instruction because the activity poses the right balance between frustration and challenge.

2. Clarify the difference between: independent level, instructional, and frustrational levels of performance.

C. Have parent and teacher participants generate a list of basic questions that parents could (should?) ask the teacher and/or psychologist about the specific tests administered to their child. Teachers/psychologists should be prepared to answer these questions. The key points which should evolve from the open discussion are:

1. What tests were administered to my child?

2. Why was each test selected?

3. What information does it provide?

4. Was the test appropriate considering my child's handicapping condition?

D. Bring in samples of the two types of tests and give examples of test administration.

E. Prior to the discussion of norm-referenced and criterion-referenced tests, have all participants indicate their age on a 3x5 card. Assume that each participant's age is their "score" on an achievement test. During the discussion have a staff member develop both a norm-referenced and criterion-referenced distribution of the "test scores." Use the group's scores to illustrate the difference between norm-and criterion-referenced tests and test interpretation.

PROJECT PARTNERS IN EDUCATION WORKSHOP
LEGALITY AND DUE PROCESS

Mr. Peter Boardman,
Assistant Director of Special Education

I. PURPOSE

A. To provide background information on pupil rights.

B. To provide information on the legal aspects of education – due process and due process hearings.

II. KEY POINTS

A. Litigation and legislation that led to students' rights to appropriate education.

  1. Watson V. Board of Education, Cambridge, Mass.
  2. PARC Case
  3. Mills V. Board of Education of District of Columbia
  4. 14th Amendment

B. Due Process

  1. Due Process is a series of procedures provided by law to ensure that each exceptional child receives a free, appropriate public education and/or training program.
  2. As part of due process procedures, districts and Intermediate Units are required to report to and work with the child's parent(s), guardian(s), or surrogate(s) in planning and carrying out the most appropriate educational program.
  3. Due Process is the legal procedure available to citizens before the state and/or local school district can deny them certain important rights. It ensures that parents be given written notification that requests written permission to:
     - administer individual evaluations which would indicate whether or not the child has special needs and/or abilities
     - identify a child as exceptional or not exceptional
     - assign the child to or change the child's special education program and/or placement.*

4. Due Process may be school initiated or parent initiated.

C. Pre-Hearing Conference

A pre-hearing conference attempts to reach an agreement on an appropriate placement and program for the child. (p. 3 of Notice of Recommended Assignment, p. 37, IEP Manual)*

D. Due Process Hearing

1. If resolution cannot be reached at a pre-hearing conference, parents may request a hearing.
2. A hearing will be conducted by an impartial hearing officer who is a designee of the Secretary of Education.
3. The hearing officer is responsible for making an impartial recommendation based on accurately recorded testimony and evidence presented by both parties.
4. After the hearing officer's decision is rendered, it shall be the school district's responsibility to implement the decision.

E. The role of the Parent or Advocate

1. To insure the rights of the child.
2. To review the child's educational evaluation and diagnosis.
3. To evaluate appropriateness of evaluation, diagnosis and suggested educational placement.
4. The advocate represents the child NOT the parents.

III. **ACTIVITIES**

A. Oral Presentation

IV. **MATERIALS AND RESOURCES**

A. Due process and the exceptional child: A guide for parents, Philadelphia, Pa. : Education Law Center, Inc., 1976 (See Appendix to Day III).

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* Pre-hearing and hearing procedures can be found on pages 3 & 4 of the Notice of Recommended Assignment (Due Process Notice), which are pages 35 through 41 in the IEP Handbook developed by Project AID (Assistance for IEP Development). – Project Aid is the Montgomery County Intermediate Unit's Individualized Education Program (IEP) special assistance project to constituent school districts, intermediate unit programs, approved private schools, area vocational-technical schools, private licensed facilities, state schools and hospitals, non-public schools, and other human service agencies.

PROJECT PARTNERS IN EDUCATION WORKSHOP – DAY IV

Thursday, October 20, 1977

AGENDA

8:30 Coffee and Tea

9:00 Criteria for an acceptable IEP, Miss Mary D'Ippolito

9:45 Continuation of assessment

10:30 BREAK

10:45 Continuation of assessment

11:45 Prepare cards for Friday's session

12:00 LUNCH

1:00 Panel and Question/Answer Period

Panel:

Ms. Hinda Miller – National Learning Resource Center of PA

Dr. Eleanora Gordon – Pediatrician with emphasis in neurology

Mr. David Kraut, Esq. – Lawyer, Education Law Center, Philadelphia

Dr. Betty Hare – Temple University, Department of Special Education

Mr. John Weaver or Mr. Robert Sassaman – Vocational Education

Mrs. Shirley Bilker – Psychologist, Montgomery County Intermediate Unit

1:35 Question/Answer Period

2:35 Group meetings

PROJECT PARTNERS IN EDUCATION WORKSHOP
CRITERIA FOR AN ACCEPTABLE IEP

Miss Mary D'Ippolito, Assistant Director, Project PIE

I. **PURPOSE**

- A. To inform the group about the IEP Principles and Criteria for Evaluation which were developed by the National Learning Resources Center of Pennsylvania (NLRC/P).
- B. To develop an understanding of the content and style of a well written IEP; to develop an understanding of the content and style of a poorly written IEP.
- C. To develop the idea that IEP's which are in compliance with the law may differ in style and format since they are written by individual teachers.
- D. To develop the idea that IEP's are individual documents, unique for each student.

II. **KEY POINTS**

- A. IEP Principles
  1. The IEP should be a summary document. It should not be a statement of every skill the student will develop.
  2. The IEP should be instructionally meaningful. It should not be a statement of how many levels a student will study but of the instructional content intended for the student.
  3. The IEP should be integrated. The Present Education Level section should lead to the annual goals and the annual goals should lead to the short-term objectives.
  4. The IEP should be curriculum-based.
- B. IEP Criteria
  1. Present Education Levels
     - a. Assessment data must be reported for each instructional area in which annual goals are specified.
     - b. Annual goals are derived from assessment data.
     - c. Reporting test scores is not sufficient. Qualitative information about skills should be included with scores.

   - d. All mastered skills need not be listed. The point where skills start breaking down is the information which should be reported.
   - e. The Present Education Levels section should summarize what the student can and cannot do.

2. Annual Goals
   - a. Annual goals "should be general in scope, yet specific enough to focus instruction in appropriate curricular areas."
   - b. Annual goals should be derived from the assessment data.
   - c. The annual goals should address the curriculum content sub-division rather than the content area itself.
   - d. Annual goals address sub-divisions of content areas and do not deal with gain scores or completion of books or levels within a curriculum.
   - e. Annual goals should imply more than one objective.

3. Short Term Objectives
   - a. Short term objectives are derived from annual goals.
   - b. Short term objectives should reveal if the annual goals are met throughout the course of the school year.
   - c. Enough objectives must be written to guide instruction towards the annual goal. (A minimum of 3 to 6 objectives).
   - d. Objectives must be stated in behavioral terms.
   - e. Objectives must include a statement of evaluation.
   - f. Objectives must include criteria. (Percentages or number correct).
   - g. Objectives should be stated in the proper order of performance.

4. A statement of methods and materials is not required on the IEP.

III. ACTIVITIES

A. Oral presentation of IEP Principles and Criteria for Evaluation.

B. Small group activity – each group critiques the same IEP using the handout of IEP Principles and Criteria for Evaluation. (See Appendix to Day IV).

C. Large group discussion – the small groups share comments about the IEP they critiqued.

D. Small group activity – each group rewrites the critiqued IEP using IEP Principles and Criteria for Evaluation and assessment information about the pupil.

E. Provide participants with sample IEP's for each exceptionality.

IV. MATERIALS AND RESOURCES

A. IEP Principles and Criteria for Evaluation, developed by the National Learning Resource Center of Pennsylvania (NLRC/P). (See Appendix to Day IV).

B. A poorly written IEP. (See Appendix to Day IV).

C. A corrected IEP. (See Appendix to Day IV).

I. PURPOSE

A. To give a multidisciplinary overview of IEP development and implementation.

II. KEY POINTS

A. Disciplines represented included medicine, psychology, education and law.

B. The topics discussed by each discipline should be specific to the group needs, and the program coordinator should discuss possible points for discussion with each panelist.

C. Some points that should become apparent as a result of a panel should be:

1. Many disciplines may be involved in the development of an IEP.
2. All disciplines involved in the IEP process work together to insure an appropriate educational placement for the exceptional child.
3. New trends in education affect educational practices.

III. ACTIVITIES

A. Each panelist presents a 5-10 minute overview of key points.

B. Panel interaction takes place.

C. A question and answer session is provided (audience and panel interaction).

PROJECT PARTNERS IN EDUCATION WORKSHOP – DAY V

Friday, October 21, 1977

AGENDA

8:30	Coffee & Tea
9:00	Introduction by Dr. Marianne Price
9:15	Dr. Harry Orenstein will discuss conferencing and parent-teacher communication.
10:45	BREAK
11:00	Team activity concerning conferencing conducted by Dr. Price.
12:00	LUNCHEON PROVIDED BY PROJECT PIE
1:00	Discussion and wrap-up; postworkshop self-evaluations, workshop evaluation and scheduling visitations.

PROJECT PARTNERS IN EDUCATION WORKSHOP
PARENT CONFERENCING FOR IEP'S

Dr. Harry Orenstein,
Certified School Psychologist,
Montgomery County Intermediate Unit

I. **PURPOSE**

A. Discuss effective communication in a conference situation.

B. Practice active listening.

II. **KEY POINTS**

A. Basic theory of rapport building.

B. Problems inherent in IEP parent meetings.

C. The purpose of practicing interpersonal skills.

III. **ACTIVITIES**

A. Group discussion of basic points.

B. Questions and answers regarding communications theory.

C. Practice of specific interpersonal skills.

D. Discussion of training activities.

IV. **MATERIALS AND RESOURCES**

A. Video tapes shown to present skills to be learned.

B. Discussion of Dreikurs, Children, The Challenge, a theoretical text in child rearing.

PROJECT PARTNERS IN EDUCATION WORKSHOP
CONFERENCING ACTIVITY

Dr. Marianne Price, Project Director, PIE

I. PURPOSE

A. To assist parents and teachers to develop an awareness of each others perceptions of the dynamics of a "good" or "bad" parent-teacher conference.

B. To provide an opportunity for parents and teachers to share these perceptions through group discussion.

C. To provide an opportunity for participants to identify the parent and teacher competencies that are essential to successful conferencing.

II. KEY POINTS

A. Both parents and teachers share the responsibility for successful parent-teacher conferencing.

B. Parents' and teachers' perceptions of the dynamics of a successful conference may differ. Developing an awareness of these differences is one means for both teachers and parents to improve their conferencing skills.

III. ACTIVITIES

A. Each parent and teacher participant was asked to describe the two "best" and the two "worst" parent-teacher conferences in which he/she had participated. Participants recorded each incident on a 4x6 index card and indicated if the incident was written by a parent or by a teacher. (Participants were asked not to identify themselves as the authors of the incidents in order that the events described could be discussed by the group without embarrassment to any member of the group).

B. The cards were sorted by author (teacher vs. parent) and divided into 6 groups with each group containing an equal number of parent and teacher authored incidents.

C. The participants were asked to meet in small groups. Each group received a packet of cards containing parent and teacher descriptions of the "best" and "worst" parent-teacher conferences. The members of each group were directed to share the incidents and then to list the competencies that they felt were important to successful conferencing for both the teachers and the parents. (The small groups were not given any specific direction regarding "how to" share the incidents. This was handled in a variety of ways, but, in every case, the incidents sparked lively discussions).

D. In a meeting of the total membership, each small group shared the lists of parent-teacher competencies which they had prepared. The final product of the activity was a composite list of parent and teacher competencies necessary to successful conferencing. (See Appendix to Day V).

IV. MATERIALS AND RESOURCES

A. Do's and Don'ts of Parent-Teacher Conferencing (See Appendix to Day V).

B. Bibliography on Conferencing (See Appendix to Day V).

PROJECT PARTNERS IN EDUCATION WORKSHOP – DAY VI

Monday, January 30, 1978

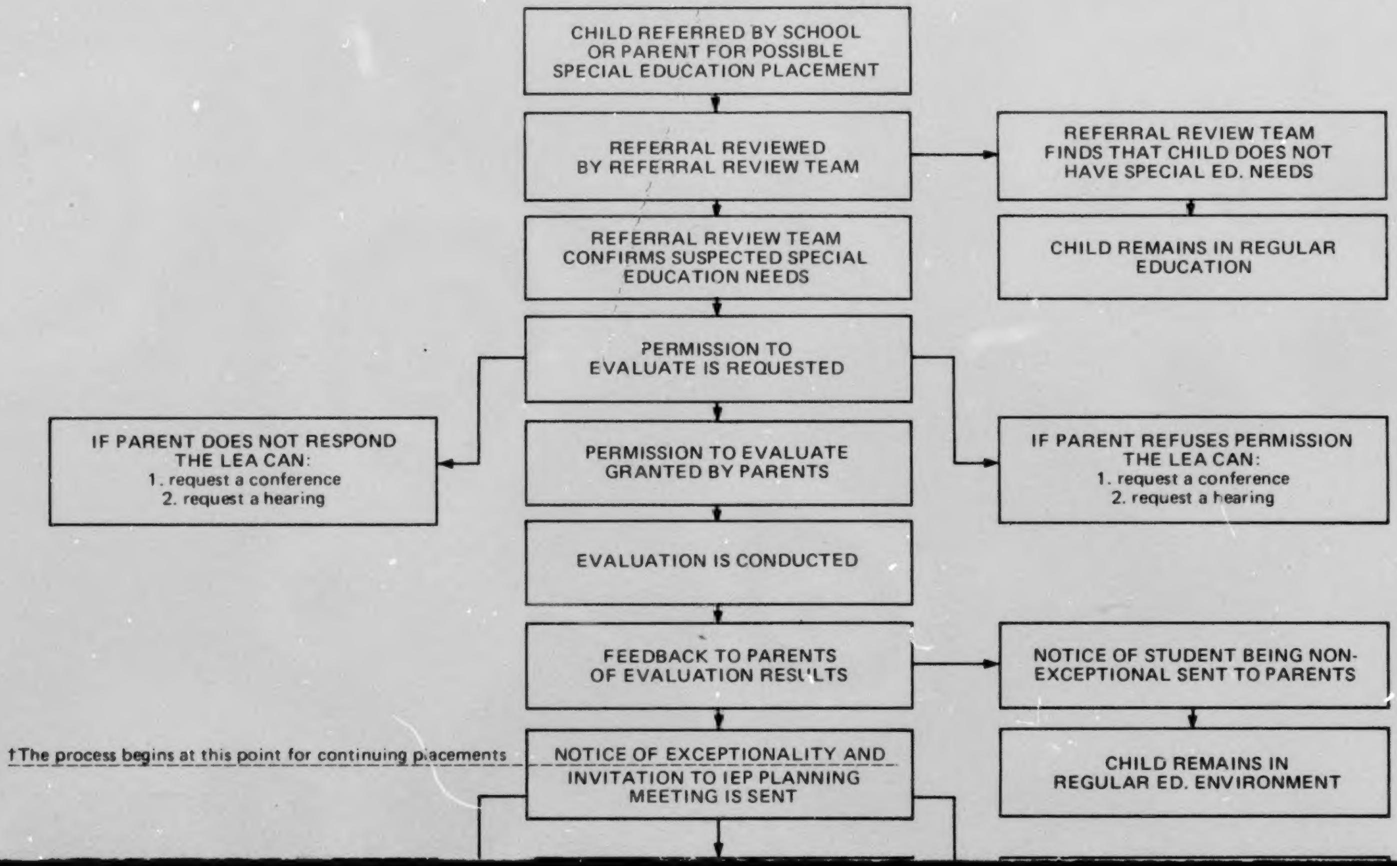
AGENDA

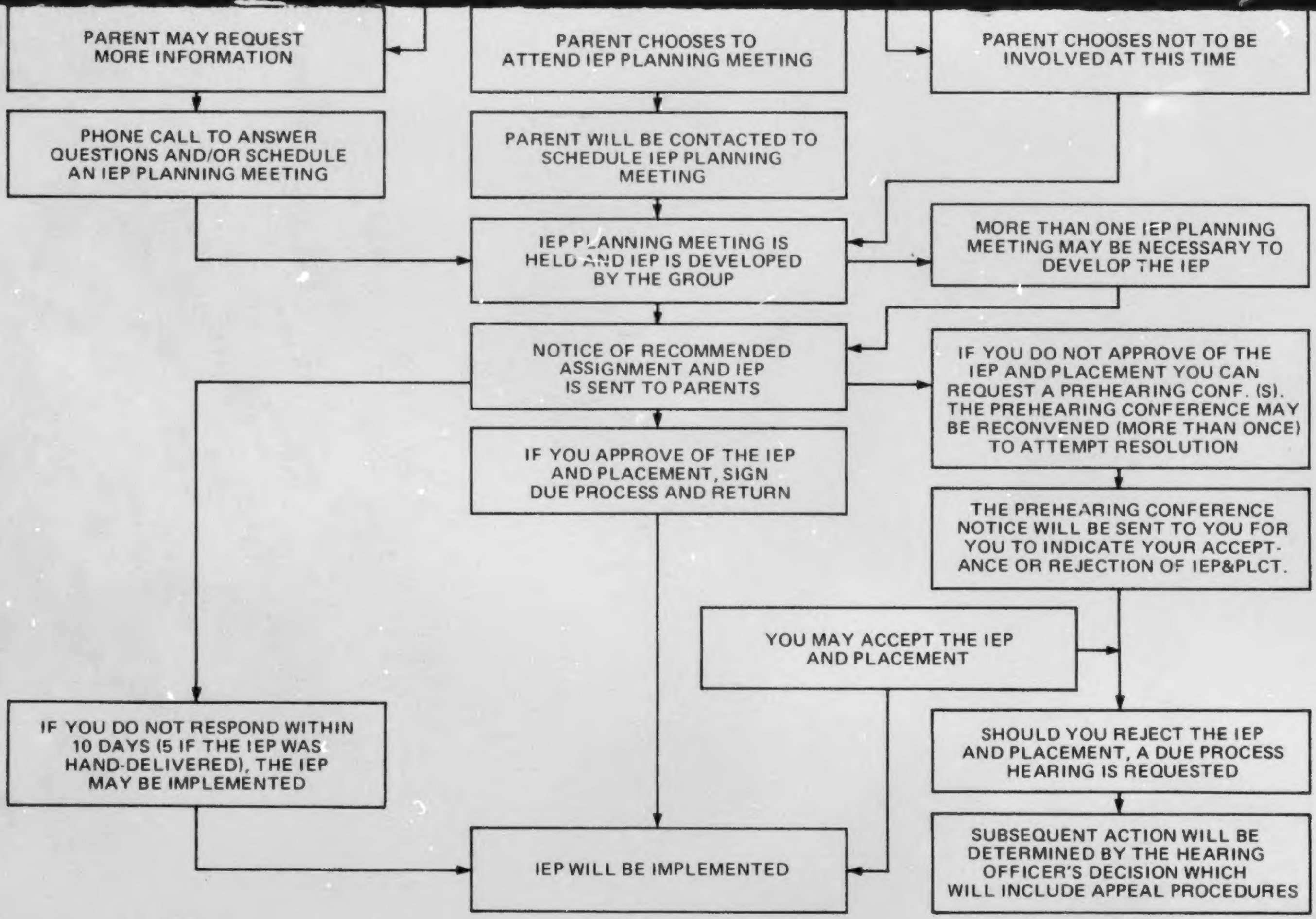
8:30 – 9:00 a.m.	Coffee, Tea, and Doughnuts
9:00 – 9:30	Introductory remarks, general comments, and questions – Dr. Libby Goodman, Dr. Steven Banks
9:30 – 10:00	Review of October workshop, IEP standards and IEP process – Miss Mary D'Ippolito
10:00 – 11:00	Discussion of referral procedure – Dr. Ronald Fischman, Mr. Peter Boardman
11:00 – 11:20	Coffee
11:20 – 11:45	Presentation of new forms and IEP updates – Project AID
11:45 – 1:00 p.m.	LUNCH
1:00 – 2:00	Presentation of case studies involving the referral procedure and the IEP process – Mrs. Shirley Bilker, Marianne Price
2:00 – 3:00	Visitation information and discussion of procedures for classroom visitations and review of forms for teacher and parent – Dr. Libby Goodman
3:00 – 3:15	Wrap-up Workshop evaluation, feedback A voluntary workshop session on assessment will be made available for those interested

MONTGOMERY COUNTY INTERMEDIATE UNIT

PROJECT AID: ASSISTANCE FOR IEP DEVELOPMENT

PROCEDURES FOR IEP DEVELOPMENT FOR NEWLY ENTERING CHILDREN


CHILD REFERRED BY SCHOOL OR PARENT FOR POSSIBLE SPECIAL EDUCATION PLACEMENT
REFERRAL REVIEWED BY REFERRAL REVIEW TEAM
REFERRAL REVIEW TEAM FINDS THAT CHILD DOES NOT HAVE SPECIAL ED. NEEDS
REFERRAL REVIEW TEAM CONFIRMS SUSPECTED SPECIAL EDUCATION NEEDS
CHILD REMAINS IN REGULAR EDUCATION
PERMISSION TO EVALUATE IS REQUESTED
IF PARENT DOES NOT RESPOND THE LEA CAN: 1. request a conference 2. request a hearing
PERMISSION TO EVALUATE GRANTED BY PARENTS
IF PARENT REFUSES PERMISSION THE LEA CAN: 1. request a conference 2. request a hearing
EVALUATION IS CONDUCTED
FEEDBACK TO PARENTS OF EVALUATION RESULTS
NOTICE OF STUDENT BEING NON-EXCEPTIONAL SENT TO PARENTS
†The process begins at this point for continuing placements
NOTICE OF EXCEPTIONALITY AND INVITATION TO IEP PLANNING MEETING IS SENT
CHILD REMAINS IN REGULAR ED. ENVIRONMENT


PARENT MAY REQUEST MORE INFORMATION
PARENT CHOOSES TO ATTEND IEP PLANNING MEETING
PARENT CHOOSES NOT TO BE INVOLVED AT THIS TIME
PHONE CALL TO ANSWER QUESTIONS AND/OR SCHEDULE AN IEP PLANNING MEETING
PARENT WILL BE CONTACTED TO SCHEDULE IEP PLANNING MEETING
IEP PLANNING MEETING IS HELD AND IEP IS DEVELOPED BY THE GROUP
MORE THAN ONE IEP PLANNING MEETING MAY BE NECESSARY TO DEVELOP THE IEP
NOTICE OF RECOMMENDED ASSIGNMENT AND IEP IS SENT TO PARENTS
IF YOU DO NOT APPROVE OF THE IEP AND PLACEMENT YOU CAN REQUEST A PREHEARING CONF. (S). THE PREHEARING CONFERENCE MAY BE RECONVENED (MORE THAN ONCE) TO ATTEMPT RESOLUTION
IF YOU APPROVE OF THE IEP AND PLACEMENT, SIGN DUE PROCESS AND RETURN
THE PREHEARING CONFERENCE NOTICE WILL BE SENT TO YOU FOR YOU TO INDICATE YOUR ACCEPTANCE OR REJECTION OF IEP&PLCT.
YOU MAY ACCEPT THE IEP AND PLACEMENT
IF YOU DO NOT RESPOND WITHIN 10 DAYS (5 IF THE IEP WAS HAND-DELIVERED), THE IEP MAY BE IMPLEMENTED
SHOULD YOU REJECT THE IEP AND PLACEMENT, A DUE PROCESS HEARING IS REQUESTED
IEP WILL BE IMPLEMENTED
SUBSEQUENT ACTION WILL BE DETERMINED BY THE HEARING OFFICER'S DECISION WHICH WILL INCLUDE APPEAL PROCEDURES

PROJECT PARTNERS IN EDUCATION WORKSHOP
PARENT VISITATION PROGRAM

Dr. Libby Goodman, Director, Project PIE

I. PURPOSE

As stated in the PIE proposal, ". . . the project will train parents to interact meaningfully and knowledgeably with teachers in the development of IEP's for their own children, and, hopefully, to be available as resource persons for other parents."

II. OBJECTIVES

A. To give each parent the opportunity to observe her child's classroom activities and discuss the implementation of her child's IEP.

B. To expand each parent participant's knowledge of exceptionalities different from her child's.

III. KEY POINTS

A. Role of the parent participants

1. Each parent was asked to contact her child's teacher to arrange for a classroom visit and a discussion of her child's IEP.
    a. Sample letters were provided
2. Each parent was asked to visit two special education classrooms dealing with exceptionalities different from her child's.
3. Parents were asked to fill out information forms indicating school information about their own children, types of special education classes they wished to visit, and convenient dates and times for visitations. (See Appendix to Day VI).
4. Visitation Forms were distributed; parents were asked to complete the forms following their classroom visits and return them to Project PIE for evaluation.
5. Guidelines for visiting classrooms were also distributed in order to help parents and school personnel avoid disruptions and delays.
6. Parents were asked to limit visits to special education classrooms other than their own children's to one half hour.

B. Role of the teacher participants

1. Teachers were asked to make their classrooms available for parent visitations.
2. Teacher information forms were distributed and teachers were asked to list the hours and days which would be convenient for parents to visit. (See Appendix to Day VI).

C. Role of the Project PIE staff

1. The staff prepared packets for each participant containing all the appropriate forms and guidelines needed for the parent visitation program, including envelopes for mailing. (See Appendix to Day VI).
2. Based on the parent and teacher information forms, the staff arranged for all visits to special education classrooms other than the visits to the parents' own children's classes.
3. If a parent wished to visit the classroom of a teacher who was not a project participant, district or Intermediate Unit administrators were contacted in order to arrange for visitations.
4. Initial arrangements were made by telephone and followed by a letter of confirmation to both parent and teacher. (See Appendix to Day VI).
5. In addition, letters describing the visitation program were sent to all appropriate building principals and special education contact persons in each district.
6. After the visitations were completed, "thank you" letters were sent to all building principals and teachers involved in the program.

If we had it to do over again, we would have alloted more time for certain activities and eliminated others from the agenda. While we thought each speaker had been given ample time for his or her presentation, we discovered that some topics elicited much greater reaction from the participants than others. Since our underlying philosophy was to allow maximum group participation, there were times when the question and answer period ran well over the alloted period of time. Consequently, some of the presentations scheduled for the end of the day were unfortunately postponed or consideraly shortened.

Since all of the topics selected for presentation were considered important to developing an awareness of the IEP process, perhaps the best way to deal with the problem of an overcrowded schedule is to select the absolutely essential topics for an initial workshop, and then schedule additional related activities for a follow-up session.

The area we selected to house the workshop was, according to all architectual standards, larger than necessary for the number of participants. In fact, the first two days the room felt spacious and comfortable. On the third day someone commented that the room seemed somewhat crowded. On the fourth day, several participants agreed that the room seemed smaller than it had initially. By the fifth day, the general consensus was that the walls of the Intermediate Unit had somehow mysteriously moved inward about 15 feet on each side!

We can only suggest that if your workshop is to take place over a series of consecutive days, select a room which is twice the size you may think is appropriate. By the third day, it will have the perfect dimensions!

We would encourage each presenter to bring handouts and/or visual aids for each participants. Several participants expressed a desire to review information at their leisure, and if the speakers did not supply explanatory handouts, this was impossible.

In retrospect, we feel that some topics would have been better illustrated if the speakers had given a series of specific examples. Obviously generaly information to introduce a subject is essential to developing the participants' understanding. However, in an area such as assessment, for instance, specific examples may have helped the participants to gain a greater understanding of an extremely complex subject.

Our last problem is a difficult one to solve. While all of the participants came to learn about the IEP process, the teachers were generally more knowledgeable about some aspects of IEP development than the parents. Consequently, certain presentations and activities (e.g., "What is a Good Objective?") were interesting for the parents but repetitious for the teachers.

A FINAL WORD

We hope these reflections will help the workshop planner to avoid, or at least anticipate, some of the problem situations which may occur. We know, however, that problems are inevitable, and so from the depths of our experience, we offer the reader three keys to success: (1) plan ahead, (2) be sure consultants and guest speakers are knowledgeable and dynamic, and (3) and perhaps most important of all, hold fast to your sense of humor.

EVALUATION

Introduction to Evaluation 55

Teacher Pre-Workshop Self-Evaluation Form 56-57

Parent Pre-Workshop Self-Evaluation Form 58

Pre-Workshop Self-Evaluation Results 59

Workshop Evaluation Form 60

Summary of Workshop Ratings, October, 1977 61

Summary of Workshop Ratings, January, 1978 62

Parent Post-Workshop Self-Evaluation 63

Teacher Post-Workshop Self-Evaluation 64-65

Evaluations based on competencies important for good Parent-Teacher conferences 66-68

EVALUATION

Evaluation was a critical component of the planning, implementation and follow-up stages of the PIE workshop.

During the planning stage a needs assessment was conducted for the purpose of assisting project staff in selecting and developing activities appropriate to the needs of the teacher and parent participants.

Throughout the workshop, daily evaluations of workshop activities were solicited from participants in order to assess the degree of success in realizing the specific objectives of a program.

At the conclusion of the workshop an evaluation was conducted to reveal participant reaction to the workshop as a whole. Evaluation forms and summaries of results are included on the following pages.

Project P.I.E.
9/77

TEACHER
PRE-WORKSHOP
SELF-EVALUATION FORM

NAME ______________________________

SCHOOL ______________________________

SCHOOL ADDRESS ______________________________

____

SCHOOL PHONE ______________________________

WORKING HOURS ______________________________

EXCEPTIONALITY(IES): EMR ED SPEECH/LANGUAGE
TMR BI HEARING
LD VISION PHYSICALLY HANDICAPPED

LEVEL: Pre-School Junior High
Primary Senior High
Intermediate

TYPE OF CLASS: Resource Room
Self-Contained
Itinerant Program

IEP TRAINING: Workshops attended
Shippensburg _____
MCCC _____
Other ______________________________

PL 94-142 REQUIREMENTS

How knowledgeable are you about the PL requirements on:

	Little Knowledge		Much Knowledge	
1. Mainstreaming and least restrictive environment	1	2	3	4
2. What must be included in the IEP conference	1	2	3	4
3. Who must and can attend the IEP conference	1	2	3	4
4. What the legal processes are				
- referral	1	2	3	4
- parent permission	1	2	3	4
- due process	1	2	3	4
5. Parents rights				
- in the IEP planning	1	2	3	4
- right to examine records	1	2	3	4
- right to challange placement and program plans	1	2	3	4
- native language communication	1	2	3	4

HOW COMPETENT DO YOU FEEL IN EACH OF THE FOLLOWING AREAS:

I. Assessment	Little Competence		Much Competence	
1. Selection of tests	1	2	3	4
2. Use of norm-referenced achievement tests	1	2	3	4
3. Use of norm-referenced diagnostic tests	1	2	3	4
4. Use of criterion-referenced tests	1	2	3	4
5. Use of informal diagnostic tests (checklists, inventories)	1	2	3	4
6. Use of diagnostic teaching	1	2	3	4
7. Use of systematic observation	1	2	3	4
8. Use of prescription kits	1	2	3	4

Project P.I.E.
9/77

	Little Competence			Much Competence
II. Analyzing test data and writing annual goals	1	2	3	4
III. Selecting and writing short-term objectives				
1. locating sets of objectives	1	2	3	4
2. selecting objectives	1	2	3	4
3. writing short-term objectives	1	2	3	4
IV. Teaching methods and materials				
1. Translate assessment information into teaching strategies	1	2	3	4
2. Adapt materials and methods to the student	1	2	3	4
3. Create new materials and methods	1	2	3	4
V. Conferencing				
1. Contacting parent and requesting conference attendance	1	2	3	4
2. Stating the objectives of the conference and sticking to them	1	2	3	4
3. Using verbal techniques	1	2	3	4
4. Using parent language and not professional jargon	1	2	3	4
5. Analyzing verbal and non-verbal communication and adjusting your behavior accordingly	1	2	3	4
6. Mutually sharing information and being receptive to parental suggestions	1	2	3	4
7. Culminating the conference and eliciting commitments	1	2	3	4

Project P.I.E.
9/77

PARENT
PRE-WORKSHOP
SELF-EVALUATION FORM

NAME ____

ADDRESS ____

____

PHONE ____

SCHOOL DISTRICT ________________________________

DO YOU HAVE AN EXCEPTIONAL CHILD? yes no

IF YES, WHAT EXCEPTIONALITY(IES):

- TMR
- EMR
- LD
- ED
- BI
- Speech/Language
- Vision
- Hearing
- Physically Handicapped
- Gifted

WHAT AGE LEVEL IS YOUR CHILD?

- Pre-School
- Primary
- Intermediate
- Junior High School
- Senior High School

HAVE YOU ATTENDED ANY IEP WORKSHOPS? YES NO

How knowledgeable are you about the following? (Circle 1,2,3, or 4)

	Little Knowledge			Much Knowledge
1. Mainstreaming and least restrictive environment	1	2	3	4
2. What must be included in the IEP conference	1	2	3	4
3. Who must and can attend the IEP conference	1	2	3	4
4. What the legal processes are				
- referral	1	2	3	4
- parental permission	1	2	3	4
- due process	1	2	3	4
5. Parents rights				
- in the IEP planning	1	2	3	4
- right to examine records	1	2	3	4
- right to challange placement and program plans	1	2	3	4
- native language communication	1	2	3	4
6. Types of exceptionalities	1	2	3	4
7. Types of tests	1	2	3	4
8. What a short-term objective is	1	2	3	4
9. How teachers evaluate what a student has learned or not learned	1	2	3	4
10. Where to go for help concerning your exceptional child in the school district, intermediate unit or community	1	2	3	4
11. Asking pertinent questions at parent-teacher conferences	1	2	3	4
12. Educational language	1	2	3	4

PREWORKSHOP SELF-EVALUATION RESULTS

The first five questions were the same for parents and teachers.

Both parents and teachers expressed a need to know:

1. what must be included in the IEP conference
2. what the legal process is for due process
3. parents rights to native language communication

Parents also expressed a need to know:

1. who must and can attend the IEP conference
2. what the legal process if for referral
3. what the legal process is for parental permission
4. parents rights in the IEP planning
5. what a short-term objective is
6. how teachers evaluate what a student has learned or not learned
7. where to go for help concerning their exceptional child in the school district, intermediate unit or community
8. educational language
9. types of tests

Teachers expressed a need to know more about assessment, particularly:

1. selection of tests
2. use of norm-referenced achievement tests
3. use of criterion-referenced tests
4. use of systematic observation
5. use of prescription kits

PROJECT PIE - WORKSHOP EVALUATION

NAME ____

_____ PARENT _____ TEACHER

INSTRUCTIONS:

To determine whether or not the workshop met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of this workshop. Please circle the number which best expresses your reaction to each of the items listed below. Space is provided at the bottom of the page for your comments.

EVALUATION CRITERIA

1.	The organization of the workshop was:	Excellent 7 6 5 4 3 2 1	Poor
2.	The objectives of the workshop were:	Clearly Evident 7 6 5 4 3 2 1	Vague
3.	The work of the consultants was:	Excellent 7 6 5 4 3 2 1	Poor
4.	The ideas and activities presented were:	Very Interesting 7 6 5 4 3 2 1	Dull
5.	The scope (coverage) was:	Very Adequate 7 6 5 4 3 2 1	Inadequate
6.	My attendance at this workshop should prove:	Very Beneficial 7 6 5 4 3 2 1	No Benefit
7.	Overall, I consider this workshop:	Excellent 7 6 5 4 3 2 1	Poor
8.	Do you feel a need for additional information about the topic?	1. Yes	2. No

The stronger features of the workshop were: ______________________________

____

____

____

____

The weaker features were: ______________________________

____

____

____

____

General comments: ______________________________

____

____

____

____

SUMMARY OF WORKSHOP RATINGS* - October 1977

QUESTION NUMBER	RATING							MEAN
	7	6	5	4	3	2	1	
1	67%	29%	(5.5) 2% 2%	-	-	-	-	6.63
2	56%	40%	2%	-	2%	-	-	6.58
3	60%	31%	4%	-	-	-	-	2% no answer 2% 7+ 6.59
4	44%	31%	23%	2%	-	-	-	6.17
5	52%	29%	15%	2%	-	-	-	2% no answer 6.34
6	71%	19%	6%	4%	-	-	-	6.56
7	65%	29%	4%	2%	-	-	-	6.56

*Project PIE workshop evaluations were completed by parent and teacher participants on the final day of the workshop.

Project PIE - 10/77

SUMMARY OF WORKSHOP RATINGS* - January 1978

QUESTION NUMBER	RATING 7	6	5	4	3	2	1	MEAN
1 "The organization of the workshop was:"	(Excellent) 59%	25%	6% (4.5) 3%	6%	-	-	(Poor) -	6.36
2 "The objectives of the workshop were:"	(Clearly Evident) 56%	28%	6%	3%	3%	-	(Vague) -	3% data not usable 6.35
3 "The work of the consultants was:"	(Excellent) 56%	28%	3%	6%	-	-	(Poor) -	3% no answer 3% data not usable 6.43
4 "The ideas and activities presented were:"	(Very Interesting) 34%	22%	25% (4.5) 3%	6%	3% (2.5) 3%	-	(Dull) -	3% no answer 5.71
5 "The scope (coverage) was:"	(Very Adequate) 44%	22%	16%	12%	-	-	(Inadequate) -	3% no answer 3% data not usable 6.03
6 "My attendance at this workshop should prove:"	(Very Beneficial) 59%	16%	12%	9%	-	-	(No Benefit) -	3% data not usable 6.19
7 "Overall, I consider this workshop:"	(Excellent) 50%	16%	12%	12%	-	-	(Poor) -	6% no answer 3% data not usable 6.14

*Project PIE workshop evaluations were completed by parent and teacher participants at the end of the one-day workshop.
Project PIE - 1/78

PARENT
POSTWORKSHOP
SELF-EVALUATION FORM

NAME ______________________________

ADDRESS ______________________________

____

PHONE ______________________________

SCHOOL DISTRICT ______________________________

DO YOU HAVE AN EXCEPTIONAL CHILD? yes no

IF YES, WHAT EXCEPTIONALITY(IES):

TMR
EMR
LD
ED
BI

Speech/Language
Vision
Hearing
Physically Handicapped
Gifted

WHAT AGE LEVEL IS YOUR CHILD?
Preschool
Primary
Intermediate
Junior High School
Senior High School

HAVE YOU ATTENDED ANY IEP WORKSHOPS? YES NO

How knowledgeable are you about the following? (Circle 1,2,3 or 4)

	Little Knowledge			Much Knowledge
1. Mainstreaming and least restrictive environment	1	2	3	4
2. What must be included in the IEP conference	1	2	3	4
3. Who must and can attend the IEP conference	1	2	3	4
4. What the legal processes are for				
- referral	1	2	3	4
- parental permission	1	2	3	4
- due process	1	2	3	4
5. Parents rights				
- in the IEP planning	1	2	3	4
- right to examine records	1	2	3	4
- right to challange placement and program plans	1	2	3	4
- native language communication	1	2	3	4
6. Types of exceptionalities	1	2	3	4
7. Types of tests	1	2	3	4
8. What a short-term objective is	1	2	3	4
9. How teachers evaluate what a student has learned or not learned	1	2	3	4
10. Where to go for help concerning your exceptional child in the school district, intermediate unit or community	1	2	3	4
11. Asking pertinent questions at parent-teacher conferences	1	2	3	4
12. Educational language	1	2	3	4

TEACHER
POSTWORKSHOP
SELF-EVALUATION FORM

NAME ______________________________

SCHOOL ______________________________

SCHOOL ADDRESS ______________________________

____

SCHOOL PHONE ______________________________

WORKING HOURS ______________________________

EXCEPTIONALITY(IES):	EMR	ED	VISION
	TMR	BI	HEARING
	LD	PH	SPEECH/LANGUAGE

LEVEL:	Preschool	Junior High
	Primary	Senior High
	Intermediate	

TYPE OF CLASS: Resource Room
Self-Contained
Itinerant Program

IEP TRAINING: Workshops attended
Shippensburg ____
MCCC ____
Other ______________________________

PL 94-142 REQUIREMENTS
How knowledgeable are you about the PL requirements on:

	Little Knowledge			Much Knowledge
1. Mainstreaming and least restrictive environment	1	2	3	4
2. What must be included in the IEP conference	1	2	3	4
3. Who must and can attend the IEP conference	1	2	3	4
4. What the legal processes are for				
- referral	1	2	3	4
- parent permission	1	2	3	4
- due process	1	2	3	4
5. Parents rights				
- in the IEP planning	1	2	3	4
- right to examine records	1	2	3	4
- right to challange placement and program plans	1	2	3	4
- native language communication	1	2	3	4

HOW COMPETENT DO YOU FEEL IN EACH OF THE FOLLOWING AREAS:

	Little Competence			Much Competence
I. Assessment				
1. Selection of tests	1	2	3	4
2. Use of norm-referenced achievement tests	1	2	3	4
3. Use of norm-referenced diagnostic tests	1	2	3	4
4. Use of criterion-referenced tests	1	2	3	4
5. Use of informal diagnostic tests	1	2	3	4
6. Use of diagnostic teaching	1	2	3	4
7. Use of systematic observation	1	2	3	4
8. Use of prescription kits	1	2	3	4

	Little Competence		Much Competence	
II. Analyzing test data and writing annual goals	1	2	3	4
III. Selecting and writing short-term objectives				
1. Locating sets of objectives	1	2	3	4
2. Selecting objectives	1	2	3	4
3. Writing short-term objectives	1	2	3	4
IV. Teaching methods and materials				
1. Translating assessment information	1	2	3	4
2. Adapting materials and methods to the student	1	2	3	4
3. Creating new materials and methods	1	2	3	4
V. Conferencing				
1. Contacting parent and requesting conference attendance	1	2	3	4
2. Stating the objectives of the conference and sticking to them	1	2	3	4
3. Using verbal techniques	1	2	3	4
4. Using parent language and not professional jargon	1	2	3	4
5. Analyzing verbal and non-verbal communication and adjusting your behavior accordingly	1	2	3	4
6. Mutually sharing information and being receptive to parental suggestions	1	2	3	4
7. Culminating the conference and eliciting commitments	1	2	3	4

EVALUATIONS OF THE PROJECT PIE WORKSHOP
BASED ON
COMPETENCIES IMPORTANT FOR GOOD
PARENT-TEACHER CONFERENCES

I. Be prepared - be organized - prepare yourself emotionally, psychologically and intellectually.

Group 1: Yes - handouts, daily outline, speakers on time. (Some documents should have been sent prior to meeting).

Group 2: Preparation 100%
-over-prepared
-anticipated all of our needs (even tea on Tuesday).

Group 3: Extremely well organized and presented - sometimes time too tight to answer questions raised - could have benefited from free time to get to know each other (teacher/parent especially) better and understand each others viewpoints, etc. (Could have used more frequent breaks - or just stretches!) The presenters were very informative and interesting.

Group 4: Very prepared for all phases.

Group 5: Very accommodating (ex: providing pens, pencils, folders, pamphlets and information).

Group 6: Well prepared - prepared agenda and handouts ready - (didn't anticipate some time factors - adjusted to those factors) - first morning time not well used in group choosing.

Group 7: Hell yes! Handouts, preplanning, speakers, time schedules, good mix of parents and teachers, lunch on Friday!

II. Be open-minded - objective - show respect for others opinions.

Group 1: Yes - no personal case histories - polite.

Group 2: Being interested in and requesting day-end input.

Group 3: At times, there was a bias on part of educators in presenting their view.

Group 4: Asked for and received criticisms. Dealt with all situations openly and fairly. Examples: (1) group input at the end of the day; and, (2) if questions were asked and answer was not available, one was always found.

Group 5: Many discussions were stimulated due to the objectivity, open-mindedness and complete impartiality of the project authorities. Some meetings ran overtime because of the respect shown for our ideas and rights to voice our opinions.

Group 6: A little heavy on I.U. propaganda - were objective - did show respect for other people's opinions.

Group 7: Yes. Daily feedback, always solicited questions, plenty of time for discussions.

III. Be honest.

Group 1: Yes. I. U. facilities presented honestly.

Group 2: Being interested in and requesting day-end input.

Group 3: 100%.

Group 4: Asked for and received criticisms.

Group 5: Honest reports were given every morning both positive and negative feedback was read from our reports on the previous afternoon.

Group 6: Were within frame of reference.

Group 7: Yes, within limitations. A few of us had the definite impression this conference was to include all exceptionalities including gifted which was not really the case.

IV. Establish rapport.

Group 1: Yes - felt we could approach anyone of the workshop people and talk freely.

Group 2: -

Group 3: Well done - glad that parents/teachers were kept together.

Group 4: Name tags first day - 5x7 cards.

Group 5: The rapport established as witnessed by the many questions presented.

Group 6: Very good - didn't leave as a large group as a lecturer/listener format, but broke into integrated groups - parents and teachers.

Group 7: Super!

V. Parents and teachers should assume equal responsibility for the direction of the conference.

Group 1: Yes - our group felt we were given responsibility and some of us felt we helped direct.

Group 2: Assuming I.U. represented teachers in parent-teacher relationship - I.U. assumed their responsibility to the fullest.

Group 3: Parents asked as many questions as teachers.

Group 4: Setting up ground rules - done in small group - given to large group.

Group 5: Responsibility was not really equal in that the total planning was the responsibility of the M.C.I.U. and ours as parents and teachers was to listen, share ideas and learn.

Group 6: Were willing to answer all questions - feedback sessions - and report of feedback.

Group 7: Indeed yes - we worked well together.

VI. Be realistic.

Group 1: Yes, but more specific - sometime for real problems.

Group 2: Perhaps a bit idealistic!!

Group 3: The videotaping was unrealistic but we realize it is a method of getting a viewpoint across - role playing is always a little unrealistic.

Very realistic in telling us that, "This is legal, but finding the money to do it is another story."

Group 4: Knowing it's impossible to "remember" everything which was presented. Having mimeo materials available to everyone in sufficient quantity.

Group 5: No promises were made nor given on either side. It was a very realistic conference.

Group 6: Goals were realistic for week.

Group 7: Yes, except more information concerning education provided in terms of: (1) what is available rather than what is appropriate vs. (2) what is appropriate within the financial and physical limitations of the school district vs. (3) the ideal.

VII. Keep the child's welfare in mind.

Group 1: -

Group 2: -

Group 3: Well done.

Group 4: Whole conference.

Group 5: We are here to serve the best interests of the child.

Group 6: -

Group 7: Yes.

VIII. Be specific - illustrate facts with examples.

Group 1: -

Group 2: -

Group 3: Well done.

Group 4: IEP examples, videotape, handouts.

Group 5: Very specific! All facts, pamphlets were explained as were all abbreviations.

Group 6: -

Group 7: Yes. Videotapes; also written handouts with IEP's, definitions, standards, guidelines, etc.

IX. Avoid jargon.

Group 1: Yes, as much as possible they tried.

Group 2: Jargon was explained - not overdone and well assimilated, always.

Group 3: Very well done - avoided acronyms on the whole.

Group 4: Taught it to us so we can use the jargon intelligently.

Group 5: Clarification of all acronyms.

Group 6: -

Group 7: Yes, and were very willing to explain when slipped. Were very aware of this need.

X. Keep the communication/contact "on-going."

Group 1: Yes, the two follow-up dates.

Group 2: -

Group 3: Yes, follow-ups, etc.

Group 4: Follow-up sessions.

Group 5: We are expecting follow-up.

Group 6: -

Group 7: Yes. That Peter Boardman and Ron Fischman came back the second time showing interest in proceedings. We advise inservice for teachers on psychological services. Also on due process.

APPENDIX TO DAY I

Pennsylvania State Standards of Education 69-87
Overview of Exceptionalities 88-108

ANNEX A
(22 PA. CODE CH 341)

STANDARDS FOR SPECIAL EDUCATION

TABLE OF CONTENTS

SEC

341.1. Definitions
341.11. Parent Initiated Identification
341.12. School District Idendification
341.13. Evaluation
341.15. Individualized Education Program
341.16. Individualized Education Program Conference
341.17. Minimum Annual Review
341.18. Relation to hearing
341.21. General rule
341.22. Operating agent
341.31. Plans
341.32. Development of plans
341.33. Content of plans
341.35. Approval of plans
341.51. Organization
341.53. Grouping
341.55. Curricula
341.57. Personnel
341.58. Instructional materials, equipment and supplies
341.59. Facilities
341.71. Special education budgets

341.1 Definitions--The following words and phrases, used in this chapter, shall have, unless the context clearly indicates otherwise, the following meanings:

(a) Change in Educational Status--Any assignment or reassignment based on evidence that the person is exceptional, or thought to be exceptional. The following educational assignments are included: regular education, special education, no assignment or a change from one type of special education to another. Any change shall be in accordance with an Individualized Education Program.

(b) Exceptional Persons--Those persons evaluated in accordance with this chapter as being hearing impaired, mentally gifted and talented, mentally retarded, physically handicapped, learning disabled, brain damaged, speech and language impaired, socially and emotionally disturbed, visually impaired, or severely multihandicapped. These terms are further defined as follows:

(1) Brain Damage--A moderate to severe injury to the brain, as identified by a neurological examination, resulting in severe behavior and learning disorders. Persons whose behavior and learning disorders are primarily the result of visual, hearing or motor handicaps or mental retardation, emotional factors or of environmental disadvantage are not brain injured. The term brain damage does not include the condition known as minimal brain disfunction.

(2) Hearing Impaired--A hearing loss ranging from mild (hard of hearing) to profound (deaf), which interferes with the development of the communication process and results in failure to achieve full educational potential. A person shall be assigned to a program for the hearing impaired when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation includes a report by an audiologist and otologist.

(3) Learning Disability--A deficiency in the acquisition of basic learning skills, including but not limited to, the ability to reason, think, read, write, spell or to do mathematical calculations, as identified by an educational and psychological evaluation. Persons who have learning disorders which are primarily the result of visual, hearing or other handicaps or mental retardation or emotional factors or of environmental disadvantage are not learning disabled. The term learning disability does not exclude the possibility that a learning disabled person may also exhibit such conditions as brain damage or minimal brain disfunction. A person shall be assigned to a program for the learning disabled when

the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation clearly indicates that the person can demonstrate average or above average intellectual functioning on an appropriate intelligence measure. The evaluation shall include an assessment of specific academic strengths and weaknesses.

(4) Mentally Gifted--Outstanding intellectual and creative ability, the development of which requires special activities or services not ordinarily provided in the regular program. Persons shall be assigned to a program for the gifted when they have an IQ score of 130 or higher. A limited number of persons with IQ scores lower than 130 may be admitted to gifted programs when other educational criteria in the person's profile strongly indicate gifted ability.

(5) Mentally Retarded--Impaired mental development which adversely affects a person's educational performance. A mentally retarded person exhibits significantly impaired adaptive behavior in learning, maturation and/or social adjustment as a result of subaverage intellectual functioning. The degree of retardation and the level of social and academic functioning, not deviant behavior patterns, shall be the factors in determining the individualized program. A person shall be assigned to a program for the mentally retarded when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that no person shall be assigned to a program for the:

(i) educable mentally retarded unless his or her IQ score is lower than 80.

(ii) trainable mentally retarded unless his or her IQ score is lower than 55.

(iii) severely and profoundly mentally retarded unless his or her adaptive behavior is so severely impaired that education programming is oriented to behaviors which may be considered absolutely basic to higher levels of skilled performance. Individuals with an IQ score lower than 30 may be considered for these programs and shall be evaluated by a physician prior to assignment.

(6) Physically Handicapped--Orthopedic and/or other health impairments of sufficient magnitude to limit a person's classroom accommodation and educational performance. A person shall be assigned to a program

for the physically handicapped when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation includes reports from a physician and a certified public school psychologist.

(7) Severely Multihandicapped--Persons who are diagnosed as having two or more of the following severe handicapping conditions required for assignment to approved private schools (22 Pa. Code g171.23(F).)

(i) Blind--A visual handicap of a severe degree. Those persons in whom there is visual acuity of 20/200 or less in the better eye with correcting glasses or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees.

(ii) Brain Damage--Those persons who manifest severe behavior and learning disorders resulting from a severe insult to the brain as identified by a neurological examination.

(iii) Cerebral Palsy--Those persons with severe bilateral, symmetrical, nonprogressive paralysis resulting from developmental defects in the brain, or trauma at birth who cannot carry on independently, the normal activities of daily living.

(iv) Deaf--A hearing handicap of a severe degree. Those persons in whom the sense of hearing is nonfunctional for the ordinary purposes of life. This includes the congenitally and adventitiously deaf. The following represents hearing loss as defined by audiometer measurements: (a) Severe hearing loss--60 db to 90 db; and (b) Deaf--90 db or more in both ears.

(v) Emotional Disturbance--Those persons who manifest a severe major affective psychosis which is characterized by a single disorder of mood, either extreme elation or depression that dominates the mental life of the person and is responsible for whatever loss of contact they may have with their environment.

(vi) Muscular Dystrophy--Those persons who manifest a severe wasting away and atrophy of the muscles whereby they become non-ambulatory, lose muscle power and are unable to participate in normal activities of daily living.

(vii) Severely Mentally Retarded--Those persons whose adaptive behavior is so severely impaired that educational programming is directed to behaviors that require closely supervised simple self-help and very simple work skills requiring full dependence upon others. This term is used to describe the degree of mental retardation present when intelligence testing is lower than an IQ of 25 as measured on individual psychological tests with no consideration of the standard error of measurement permitted. Those with such adaptive behavior and measured mental ability will be considered for these programs and shall be evaluated by a physician prior to assignment.

(8) Socially and Emotionally Disturbed--A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree: an inability to learn which cannot be explained by intellectual, sensory or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms, pains or fears associated with personal or school problems. A person shall be assigned to a program for the socially and emotionally disturbed when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation includes reports from a board-certified or approved psychiatrist. No person shall be assigned to a program for the socially and emotionally disturbed for disciplinary reasons alone. Socially and emotionally disturbed children shall be psychiatrically reevaluated every two years.

(9) Speech and Language Impaired--Communication disorders of impaired language, voice, fluency or articulation to such a degree that academic achievement is invariably affected and the condition is significantly handicapping to the affected person. A person shall be assigned to a program for the speech and language impaired when the screening by a speech clinician and the Individualized Education Program indicate that such a program is appropriate. Where appropriate, an evaluation by a certified public school psychologist or physician shall be performed.

(10) Talented--Outstanding talent as identified by a team of educators and professionals competent in the areas of art, music, dance, photographic arts or theater, the development of which requires special activities or services not ordinarily provided in the regular program. A person identified as talented shall be eligible to attend the Governor's School for the Arts.

(11) Visually Impaired--A visual impairment, which adversely affects a person's educational performance. A person shall be assigned to a program for the visually impaired when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation includes an examination by an eye specialist and a written report of the nature and degree of the visual impairment.

(c) I.Q. Score--An I.Q. score with consideration for a plus or minus five (5) standard error of measurement as measured by an individual psychological test.

(d) Notice--Written notice in the language or mode of communication normally used by the person to whom the notice is being given.

(e) Parent--A parent or guardian (or individual acting as a surrogate parent in the absence of a parent or guardian) of any school-aged person.

(f) Persons of School Age--Persons aged six to twenty-one and persons younger than six who are of the age at which regular education programs are provided in their school district of residence.

(g) Special Education--A basic education program planned to meet the educational needs of exceptional persons.

(h) Surrogate Parent--A person appointed by the intermediate unit to act as the parent of a school-aged person when the parents are not known, unavailable, or when the school-aged person is a ward of the state. The person appointed shall not be an employee of the state or local education agency involved in the education or care of the school-aged person.

341.11. Parent Initiated Identification

(a) General Rule. Any parent who believes that his or her child is exceptional and is not receiving appropriate special education programming may request, in writing, an evaluation of the child.

(b) Conference. A conference shall be scheduled within 10 days of receipt of the written request. The conference shall include, but shall not be limited to, the parent, the teacher of the person, and a supervisor of special education, or principal. Any person the parent wishes to invite may attend. Prior to the conference, the school district shall prepare written evidence supporting the appropriateness of the person's present program or a recommendation for a change in assignment provided that no such recommendation is made until after an evaluation of the person has been performed in accordance with this chapter. At the conference, every effort shall be made to reach an amicable agreement, keeping in mind the best interest of the individual. If an change in assignment is recommended an Individualized Education Program shall be developed at the conference.

(c) Hearing. Upon conclusion of the conference(s), the parent, if dissatisfied with the results of the conference, may request a hearing. The hearing procedures shall be in accordance with 22 Pa. Code §13.32(8) through (23) (relating to school district initiated due process procedures).

341.12. School District Identification

(a) Policy. Each school district shall adopt a policy for the identification of school-aged persons who may be in need of special education programs or services.

(b) Coordination. The policy shall be coordinated with the intermediate unit.

(c) Group Screening. The policy shall refer to those group screening instruments which may be used as the basis for referral for evaluation. A group screening instrument is a basic test administered to, or a procedure used with, all children in a school, (for example, achievement tests administered to all students in a school, or to all students of a certain grade level; speech and language screening instruments; and visual and hearing tests administered in accordance with Article 14 of the Public School Code of 1949 (24 P.S. §§14-1401-14-1422).

(d) Referrals. The policy shall include a system by which persons who may be in need of special education are referred by parents, teachers, school nurses and other professional employees for evaluation. At the same time the parent shall be informed in accordance with subsection (e) of this section that the person has been referred for evaluation.

(e) Notice to Parents. The parent of any person referred for evaluation shall be informed in writing:

(1) that the person has been referred for evaluation;

(2) of the basis upon which the referral was made;

(3) that the parent has the right to inspect and review all relevant school records;

(4) of the procedures and specific types of tests which will be used in the evaluation and the approximate dates of such procedures;

(5) of the parents' right to meet with a public school psychologist to discuss the referral and proposed evaluation procedures;

(6) of the right of the parent to object to the evaluation and request a hearing in accordance with 22 Pa. Code g13.32 (relating to school district due process procedures).

(7) of the right of the parent to give or withhold his or her consent to the evaluation.

(f) Conference. The notice required by subsection (e) of this section may be given to the parent at a conference.

341.13. Evaluation

(a) General Rule. An evaluation must be conducted in accordance with this section prior to the assignment of any person to a special education program or service, or prior to the denial of assignment if the parent requests assignment. A person may, however, be assigned to itinerant speech and language service in accordance with paragraph (g)(2) of the section after identification in accordance with g341.12(c) (relating to group screening). In each instance, except for speech and language impaired, an individual psychological examination shall be adminstered by a certified public school psychologist prior to assignment to a special education program. For speech and language impaired, a psychological evaluation may be administered by a certified public school psychologist.

(b) Individualized Education Program. An evaluation requires the analysis and investigation necessary to develop an Individualized Education Program appropriate for the person as required by g341.15 (relating to Individualized Education Program). There shall be no change in educational status until the Individualized Education Program has been developed.

(c) Scope. The nature of the individual behavioral and learning characteristics of the person thought to be exceptional shall determine the psychological, educational and other assessment services to be used in the evaluation and the uniqueness in procedures or protocols which may be used. Provided that persons thought to have a specific exceptionality shall be evaluated in accordance with the minimum requirements for that exceptionality as provided in g341.1(b) (relating to definitions).

(d) Tests. Tests and similar evaluation materials shall be:

(1) administered in the child's native language or mode of communication, unless it is clearly not feasible to do so;

(2) selected and administered so that the test results accurately reflect the person's aptitude, achievement level or whatever other factor the test purports to measure, rather than the person's impaired sensory, manual or speaking skills (except where such skills are the factors which the test purports to measure);

(3) professionally validated for the specific purpose for which they are to be used;

(4) administered by certified professional employees in accordance with the instructions provided by the test's producer and sound professional practice;

(5) selected and administered to assess specific areas of educational need and not merely a single general intelligence quotient.

(e) Other Information. Information from sources other than ability or achievement tests, including information from the parents concerning the person's physical condition, sociocultural background and adaptive behavior in home and school, shall be considered in recommending assignments. No one test or type of test shall be used as the sole criterion for development of the Individualized Education Program.

(f) Outside Evaluation. Reports and evaluations submitted by the person or parent shall be given full consideration by the school district in recommending assignments. No one test or type of test shall be used as the sole criterion for development of the Individualized Education Program.

(g) Team. All data collected under this section and the person's relevant school record shall be reviewed and interpreted by a public school psychologist, the person's present teacher and a supervisor of special education or a school administrator or another person knowledgeable about the program and service options which may be appropriate for the person.

(1) If the review and interpretation results in a conclusion that the person is not exceptional the parent shall be so notified in writing. The notice shall inform the parent of his or her right to:

(i) review all data collected on the child;

(ii) request a program placement conference in accordance with 22 Pa. Code g13.32 (relating to due process);

(iii) request a hearing on the recommendation in accordance with 22 Pa. code g13.32 (relating to due process).

(2) If the review and interpretation result in a recommendation to develop an Individualized Education Program, the parent shall be notified by letter that the school district:

(i) has identified the person as exceptional;

(ii) is recommending special education placement;

(iii) will arrange conference for parent(s) to participate in the development of the Individualized Education Program.

341.15. Individualized Education Program

The Individualized Education Program for each person assigned to special education programs or services shall include:

(1) a statement of the person's present level of educational performance;

(2) a statement of annual goals which describes the expected behaviors to be achieved through the implementation of the person's Individualized Education Program;

(3) a statement of short-term instructional objectives;

(4) a statement of specific educational services to be provided to the child, including a description of (1) all special education and related services required to meet the unique needs of the child, (2) any special instructional media and materials to be provided and (3) the type of physical education program in which the child will participate;

(5) a description of the extent to which the child will be able to participate in regular education programs;

(6) the projected date for initiation and the anticipated duration of services; and

(7) appropriate objective criteria, evaluation procedures and schedules for determining, on at least an annual basis, whether the instructional objectives are being achieved.

341.16. Individualized Education Program Conference

(a) Conference. The Individualized Education Programs shall be developed in a conference by:

(1) a representative of the school district or intermediate unit who is qualified to provide or supervise the provision of specially designed instruction to meet the person's unique needs;

(2) the person's teacher(s); (If the person is assigned to or is to be assigned to an approved private school the private school teacher(s) and any other representative of the private school)

(3) the person's parent(s); and

(4) where appropriate, the person;

(5) any person the parent(s) wants to attend may attend; and

(6) upon completion of the Individualized Education Program conference the due process notice may be given or mailed to the parent in accordance with 22 Pa. Code g13.32 (relating to due process).

(b) Parent Participation. Each school district shall take steps to ensure that the parents of the person are present at the conference or are afforded the opportunity to participate. The conference shall be scheduled at a mutually agreed upon time and place unless it is clearly not possible or practical.

(1) In cases where it is not possible or not practical for all participants to attend, other alternatives to ensure full participation must be attempted, including individual or conference telephone calls.

(2) The Individualized Education Program conference may be conducted without the parent in attendance only if there is sufficient documentation of attempts to arrange a mutually agreed upon time and place, such as detailed records of telephone calls made or attempted and the results of such calls, copies of correspondence sent to the parents and any responses received and detailed records of visits made to the parents's home or place of employment and the results of such visits.

(3) If a parent has a communication barrier, such as deafness or a primary language other than English, the local educational agency shall provide an interpreter or take whatever action is necessary to ensure that the parent understands the proceedings.

(c) Time

(1) There shall be no change in educational status until the Individualized Education Program has been developed in accordance with this section.

(2) For exceptional children currently receiving special education programs or services, the Individualized Education Program Conference shall be conducted prior to the 1977-78 school year.

341.17. Minimum Annual Review

(a) Review and/or Revision. Each Individualized Education Program shall be reviewed at least annually and, if appropriate, revised, in accordance with g341.16 (relating to conference).

(b) Re-evaluation. At least once every two years the review and/or revision of the Individualized Education Program shall be based on an analysis of the student's documented cumulative record by a team in accordance with g341.13(g) (relating to evaluation). The re-evaluation may include administration of individual psychological tests administered by a certified public school psychologist and other clinical examinations if needed. Parental consent is not required for a re-evaluation. A re-evaluation may be conducted more frequently than once every two years, if such is deemed appropriate by the local educational agency.

341.18. Relation to Hearing

The Individualized Education Program is an education program developed jointly by the parents and school personnel. The Individualized Education Program may be revised periodically in accordance with g341.17(a) (relating to review and revision). If a change in educational status, special education program and/or related services provided the student is to be recommended by the local educational agency, as a revision of the Individualized Education Program, the provisions of g341.16 are to be followed and subsequent notice and right to a hearing shall be provided in accordance with 22 Pa. Code g13.32 (relating to due process). A parent may request a re-evaluation of the student's identification and assignment annually in accordance with 22 Pa. Code g13.33 (relating to parent initiated due process procedures).

If a hearing is requested, the hearing shall be held to determine the specific kinds of programs and services appropriate for the person, based on the evaluation conducted in accordance with g341.13 (relating to evaluation) and any subsequent re-evaluation that may have been conducted. The hearing officer shall, after the hearing, issue an opinion and order defining the assignment, program and services in such specificity as he or she deems necessary. An Individualized Education Program document shall then be developed jointly, in conformity with the hearing officer's decision, by the parents, school personnel and, where appropriate, the person in accordance with g341.16 (relating to conference) in order to supply any component of the Individualized Educational Program not noted, ruled upon or recommended by the hearing officer in her or his decision. The conference shall be scheduled within 10 days after the decision has been rendered.

Operations of Programs

341.21. General Rule

Special education programs and services shall be organized to effectively and efficiently implement the Individualized Education Program. Regardless of the choice of administrative arrangement, provision shall be made for the maximum amount of appropriate integration and contact with regular education students.

341.22. Operating Agent

(a) Designation. The operating agent for special education programs and services shall be designated in the provisions of g341.31 (relating to plans).

(1) District Operation. Special education programs and services shall be developed and operated by a school district when the school district is able to provide effective and efficient programs, including adequate housing and supervision.

(2) Intermediate Unit Operation. Special education programs and services shall be developed and operated by the intermediate unit when the school district cannot effectively and efficiently support such programs and services.

(3) Cooperative Agreement. To meet the needs of individual school-aged exceptional persons, a cooperative agreement may be developed among districts and intermediate units.

(4) Approved Private School. To meet the needs of certain individual school-aged exceptional persons, an approved private school assignment shall be recommended and approved by district and intermediate unit professional staff whenever an appropriate placement cannot be provided within the local public schools solely because of the nature and incidence of the student's handicapping condition. Whenever a school district and intermediate unit agree that the only source of an appropriate program of education for a school-aged person is in an approved private school, in accordance with the stated admission policy of the particular school, the recommendation and supporting evidence shall be forwarded to the Department of Education for final approval in accordance with 22 Pa. Code g171.13 and 171.16 (relating to assignment).

(b) Powers and Duties. The operating agent shall determine the operational, organizational and administrative procedures of the special education programs and services it operates subject to the provisions of the school laws, State Board regulations and these standards.

341.31. Plans

Special education programs and services shall be administered in accordance with the Intermediate Unit Plan for Special Education as set forth in the Public School Code of 1949 (24 P.S. 13-1372(2)).

341.32. Development of Plans

Each intermediate unit shall annually revise its plan in cooperation with its constituent school districts and, where appropriate, with approved private schools and other intermediate units.

(1) School District Plans. Each school district shall develop and maintain a plan which specifies all special education programs and services to be district-operated and designates those programs and services required from the intermediate unit. The plan shall also identify those regular education programs which may be used to implement Individualized Education Programs.

(2) Intermediate Unit Plans. School District Plans shall be incorporated in the Intermediate Unit Plan. Intermediate Unit Plans shall specify the programs and services to be operated by the intermediate unit and shall incorporate those programs and services operated by individual school districts including regular education programs which may be used to implement Individualized Education Programs. The plan shall specify those programs and services required from approved private schools.

341.33. Content of Plans

In addition to the description of programs and services and needs required in g341.32 (relating to Development of Plans), each Intermediate Unit Plan shall include:

(1) A policy for the identification of all school-aged persons in need of special education programs and services in accordance with g341.12 of this chapter (relating to parent initiated identification).

(2) A strategy to provide immediately and appropriate education to any person identified under subsection (1) above who is receiving no education.

(3) A strategy and timetable to develop special education programs and services for those identified under subsection (1) of this section above who are not receiving appropriate special education programs and services. Such strategy shall reflect the following priorities in accordance with the specific needs determined by the school district and the intermediate unit:

(i) Programs and services shall be provided for the more severely handicapped before programs are provided for the less severely handicapped, and for the more gifted before the less gifted.

(ii) Programs and services shall be developed in accordance with a planned curriculum to provide a continuum of programs and services appropriate for the student's age and development.

(iii) Programs and services shall be developed to provide a continuum of programs and services for appropriate student assignments in accordance with the priority order as provided in g13.11(d) of this Title (relating to program responsibilities.

341.34.

341.35. Approval of Plans

(a) General Rule. Intermediate Unit Plans for the operation of special education programs and services shall be submitted to the Department of Education, Division of Special Education, for approval. Plans shall be approved when the requirements of gg341.31 and 341.32 of these standards are met.

(b) Criteria. To determine compliance with gg341.32 and 341.33, the department shall apply the following criteria:

(1) Based on expected incidence rates, the programs are adequate in quantity to meet the needs of all severely handicapped persons within the intermediate unit.

(2) Based on expected incidence rates, the programs are adequate in quantity and variety to meet the needs of persons of every exceptionality as defined in g341.1(b) (relating to definitions).

(3) Based on expected incidence rates, there is a full continuum of programs and services to permit the least restrictive assignment and the appropriate services in accordance with 22 Pa. Code g13.11(d) (relating to priority order of placement) and g341.51 of this chapter (relating to organization).

(4) Based on the following table programs are adequate to deliver quality special education services. The plan may justify deviation from the table by describing why deviation will not affect or will enhance the quality of the programs.

Constant Enrollment by Organizational Patterns*

Program Category and/or Level	Itinerant	Resource Rooms	Part-Time	Full-Time
EMR Elementary	15-50	15-20	10-15	10-15
EMR Secondary	15-50	15-20	15-18	10-15
TMR Elementary	None	None	10-15	8-12
TMR Secondary	None	None	15-18	8-15
S & P Retarded	None	None	None	4-8
SED Elementary	15-50	15-20	10-15	6-12
SED Secondary	15-50	15-20	10-15	8-12
BI/LD Elementary	15-50	15-20	10-15	6-12
BI/LD Secondary	15-50	15-20	10-15	8-12
HI El./Sec.	15-50	5-15	6-10	5-8
SP&L El./Sec.	20-90**	None	None	5-8
PH El./Sec.	15-50	5-15	6-12	6-12
Detention El./Sec.	None	None	None	1-15
VH El./Sec.	15-50	5-15	8-15	5-12
Gifted Elementary	15-75	10-20	10-18	10-18
Gifted Secondary	15-75	10-20	10-18	10-18

*The teacher's register is to carry no less than the minimum CE of any pattern in the chart.

**Sessions with the child for Speech and Language:
20 students (5 sessions/student/week)
25 students (4 sessions/student/week)
45 students (2 sessions/student/week)
90 students (1 session/student/week)

(5) Based on a review of the curriculum in accordance with g341.55 of this chapter (relating to curriculum) the programs and services are educationally sound. The Department shall develop and publish guidelines which describe appropriate kinds of curricula and types of service.

(c) Disapproval. Plans which do not meet the requirements of g341.31 and 341.32 (relating to development and contents of plans) shall be disapproved. Prior to disapproval, appropriate division personnel shall discuss the plan and suggest modifications with appropriate intermediate unit and/or school district personnel.

(d) Hearing. If a plan is disapproved, the intermediate unit shall be entitled to a notice and a hearing in accordance with the Administrative Agency Law (71 P.S. gg1710.1-1710.51) and the General Rules of Administrative Practice and Procedures 1 Pa. Code, Part II.

341.51. Organization

The following organizational patterns will be approved by the Department of Education:

(a) Regular Programs. Regular programs do not qualify for special education funding but may meet the needs of certain exceptional persons.

Instruction shall emphasize both subject content and development of special skills in accordance with the student's Individualized Education Program.

(b) Itinerant Programs. Itinerant programs shall be designed:

(1) for students enrolled in regular classes who are generally expected to spend 25 per cent or less of their time with an itinerant special education teacher. The itinerant teacher travels from school to school and instructs students in the development of special skills in accordance with the student's Individualized Education Program.

(2) for students who have multihandicapping conditions enrolled in a special education class and who are required to spend up to 25 per cent of their time in supportive instruction in skill development in accordance with the student's Individualized Education Program. Instruction is provided on an individual or small-group basis by an itinerant special education teacher who travels from school to school.

(c) Resource Room. Resource rooms shall be designed for students who are generally expected to spend 50 per cent or less of their time with the special education teacher, whether in individual or in small-group instruction. Instruction shall emphasize development of special skills in accordance with the student's Individualized Education Program rather than subject content. For the remainder of their time, students are assigned to regular education programs or to other types of special education programs.

(d) Part-time Special Class. Part-time special classes shall be designed for students who are generally expected to spend 50 to 85 per cent of their time with the special education teacher. Instruction shall emphasize both subject content and development of special skills in accordance with the student's Individualized Education Program. Up to 10 per cent of the student time shall be spent in related activities as described under subsection (a) of this section. For the remaining time, students are released to participate in individual work experience, work training or vocational education programs, while their special education teacher is assigned to instruct a second group of students or to perform other responsibilities.

(e) Full-Time Special Class. Full-time special classes shall be designed for students who are generally expected to spend 85 per cent or more of their time with the special education teacher. Instruction shall emphasize both subject content and development of special skills in accordance with the student's Individualized Education Program. The remaining student time shall be spent in related activities, such as art, music, physical education, industrial arts and home economics, with emphasis on the concept of mainstreaming on an individual or group assignment basis.

341.53 Grouping

(a) Students shall be grouped according to their needs and chronological age in accordance with the following, provided that individual students shall be assigned in accordance with their Individualized Education Program:

(b) Elementary. Elementary programs shall include exceptional school-aged persons up to approxiamtely 12 years and six months of age.

(1) Primary programs, when established, shall include school-aged exceptional persons up to approximately nine years and six months of age.

(2) Intermediate programs, when extablished, shall include school-aged exceptional persons from approximately nine years and six months to approximately 12 years and six months of age.

(c) Secondary. Secondary school programs shall include exceptional school-aged persons from approximately 12 years and six months to 21 years of age. If the exceptional school-aged person reaches the age of 21 any time after the school year begins, he or she shall be allowed to continue in the program for that entire school year.

(1) Junior high school programs, when established, shall include school-aged exceptional persons from approximately 12 years and six months to approximately 15 years and six months of age.

(2) Senior high school programs, when established, shall include school-aged exceptional persons from approximately 15 years and six months to 21 years, or to the end of the school year if the exceptional school-aged person reaches the age of 21 after the school year has begun.

(d) Middle Schools. Middle school programs shall be established by prior approval from the Department of Education in order to meet particular grouping arrangements within these schools.

341.55. Curricula

(a) General Rule. Special education curricula shall be designed to meet the needs of special persons and shall be adapted, wherever possible, from regular curricula.

(b) Integration. Special education curricula shall be designed to coincide with regular education curricula and shall allow for the lead to the integration of school-aged exceptional persons in regular education programs when their needs dictate that regular education curricula is more appropriate.

(c) Life Skills. Special education curricula shall be designed to stress general life skills and to maximize independence for those school-aged exceptional persons who differ to such an extent that their needs dictate curricular offerings different from those in regular education.

(d) Competencies. The curricula shall call for the acquisition of specific competencies in all areas of development, that is, cognitive, language, social, motor, self-help, vocational, and the like, in accordance with the student's Individualized Education Program.

(c) Review. Special education curricula shall be subject to a review at least every two years and to revision as required.

341.57. Personnel

(a) Certification. Professional personnel shall meet the standards as defined in the Department of Education Professional and Staffing Policies and Guidelines for Certification of Professional School Personnel. Teachers shall hold the proper certification for special education assignment.

(b) Paraprofessionals. Paraprofessional and supportive personnel shall be employed in accordance with specific program needs.

(c) Supervision. Supervisory personnel shall be certificated and assigned in accordance with Professional Personnel and Staff Policies and Guidelines for Certification of Professional School Personnel.

(d) In-Service Training. School districts and/or intermediate units shall provide in-service training for teachers (special and regular), principals, administrators and supporting staff responsible for programs for school-aged exceptional persons.

341.58. Instructional Materials, Equipment and Supplies

(a) General Rule. Instructional materials, equipment and supplies provided for exceptional school-aged persons shall be equivalent to those provided for school-aged persons in regular education and of comparable age, grade and interest levels, with such modifications as may be necessary to meet the individual needs of the exceptional school-aged person, and shall be subject to a review and approval by the Department of Education.

(b) Funiture. Furniture shall be suited to the age, size, physical status and individual needs of exceptional school-aged persons and shall be subject to review and approval by the Department of Education.

(c) Special Equipment. Exceptional school-aged persons who require special instructional materials, supplies and equipment shall be provided with these items in accordance with the Individualized Education Program.

341.59 Facilities

(a) General Rule. Special education schools and classrooms shall be comparable to regular schools and classrooms and shall conform to the requirements of school building regulations prescribed by the Department of Labor and Industry.

(b) Conditions. Facilities for special education programs and services shall include proper conditions for lighting (natural and artificial), ventilation, acoustical treatment, heating, storage of materials and adequate supplies to insure a barrier-free learning environment.

(c) Itinerant Staff. Itinerant teachers and specialists shall be provided with suitable and appropriate space for working with exceptional school-aged persons individually or in small groups within a school building.

341.71. Special Education Budgets

(a) Preparation. Each intermediate unit shall prepare annually, in conjunction with its component school districts, a budget for the operation of special education programs and services.

(b) Forms. The budgets shall be prepared on budget forms which identify the costs of intermediate unit special education programs and the excess costs of school district special education programs. For this purpose average daily membership shall be calculated and reported as follows:

(1) Equivalent full-time Average Daily Membership (EFT/ADM) in speech and language itinerant service shall be calculated and reported in accordance with g2509 of the Public School Code (24 P.S. g25-2509).

(2) Equivalent full-time Average Daily Membership (EFT/ADM) for all other "itinerant service" shall be four.

(3) Equivalent full-time Average Daily Membership (EFT/ADM) for all resource rooms shall be six.

(4) Equivalent full-time Average Daily Membership (EFT/ADM) for part-time and full-time special education classes shall be the number of persons assigned multiplied by the percentage of time in special education.

(c) Submission. Prior to funding, each intermediate unit budget shall be submitted to the Department of Education, Division of Special Education. The division shall review budget submissions to insure that requested program funding is reasonable and consistent with the Intermediate Unit Plan for the operation of special education programs and services.

(d) Approval. A budget shall be approved when the fund request is reasonable and conforms to the Intermediate Unit Plan for the operation of special education programs.

(c) Disapproval. The Secretary of Education may disapprove a budget or a line item in a budget if, after consultation with the Division of Special Education, he or she determines that the request for funding is not reasonable or not consistent with the Intermediate Unit Plan for the operation of special education programs and services.

(1) Prior to disapproval, appropriate department personnel shall discuss the budget and the plan with the appropriate school district and intermediate unit personnel.

(2) If a budget or a line item in a budget is disapproved, the intermediate unit shall be entitled to a notice and a hearing in accordance with the Administrative Agency Law (71 P.S. gg1710.1-1710.51) and the General Rules of Administrative Practice and Procedures, 1 Pa. Code, Part II.

OVERVIEW OF EXCEPTIONALITIES

PROJECT PIE WORKSHOP

Monday, October 17, 1977

Order of Presentations

Program	Coordinator	Supervisor	Presenter
Educable Mentally Retarded	Michael Reilly	Spencer Davis	Philip Juska
Trainable Mentally Retarded	Peter Boardman	Philip Matilsky	Philip Matilsky
Severely and Profoundly Mentally Retarded	Peter Boardman	Jerome Potter	Jerome Potter
Physically Handicapped	Peter Boardman	Jerome Potter	Jerome Potter
Learning Disabled	Libby Goodman	Marianne Price	Libby Goodman
Learning and Adjustment	Nancy Anderson	June Neely Verna Jean Kerr Tom Simek Josef Ridgway	Nancy Anderson
Vision and Hearing	Marshall Siegel	Ben Williams	Ben Williams
Hearing Impaired	Marshall Siegel	Janet McBride	Janet McBride
Speech and Language Impaired	Marshall Siegel	Russell Morley	Russell Morele

I. DEFINITION OF EXCEPTIONALITY (Special Education Standards 9/30/77)

Mentally Retarded — Impaired mental development which adversely affects a person's educational performance. A mentally retarded person exhibits significantly impaired adaptive behavior in learning, maturation and/or social adjustment as a result of subaverage intellectual functioning. The degree of retardation and the level of social and academic functioning, not deviant behavior patterns, shall be the factors in determining the individualized program. A person shall be assigned to a program for the mentally retarded when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that no person shall be assigned to a program for the educable mentally retarded unless his or her IQ score is lower than 80.

II. PROGRAM DESCRIPTION

A. Acceptance Criteria:

1. Intelligence level less than 80 on an individually administered test
2. Children between 5 and 21 years of age

B. Major Goals:

1. Provide student with most appropriate program which will fully develop his potentials so that he will eventually become an independent, contributing member of society.
2. Increase employability, beginning with career education at the primary level.

C. General Learner Characteristics:

Retarded mental development may include slowness in maturation of specific intellectual functions needed for school work, such as being significantly low in memory for auditory and visual materials, generalizing ability, language ability, conceptual and perceptual abilities, imaginative and creative abilities, and other functions considered basically intellectual. The rate at which the child progresses in school is comparable to his rate of mental development, that is, about ½ to ¾ the rate of the average child.

III. EDUCATIONAL PROGRAMMING

A. Total Number of Classes: I.U. 7 District 63 Itinerant Caseload 10-15 elem.

B. Maximum Class Size: Resource Room ____ Self-contained 10-18 sec.

C. Typical School Setting: Regular School Building X Special School ____ Other ____

D. Special Equipment/Methods Used with Exceptionality:

I. DEFINITION OF EXCEPTIONALITY (Special Education Standards 9/30/77)

Mentally Retarded — Impaired mental development which adversely affects a person's educational performance. A mentally retarded person exhibits significantly impaired adaptive behavior in learning, maturation and/or social adjustment as a result of subaverage intellectual functioning. The degree of retardation and the level of social and academic functioning, not deviant behavior patterns, shall be the factors in determining the individualized program. A person shall be assigned to a program for the mentally retarded when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that no person shall be assigned to a program for the trainable mentally retarded unless his or her IQ score is lower than 55.

II. PROGRAM DESCRIPTION

A. Acceptance Criteria:

Students eligible for the Trainable Mentally Retarded program include those individuals of school age (5 years through 21 years) who are severely impaired in their adaptive behavior as a result of sub-average functioning which occurred during the formative years of their life. These individuals score between 30–55 on individual tests of intelligence.

B. Major Goals:

All of the goals that follow are developed and based on the student's level of ability.

1. Gross and fine motor skills – Acquisition of locomotor, dexterity and coordination.
2. Social and emotional development – Acquisition of self care, environmental orientation, self awareness and other social skills.
3. Intellectual and academic development – Acquisition of communication skills and skills in functional academic areas.
4. Vocational and avocational skills – Acquisition of work skills, habits and attitudes.

C. General Learner Characteristics:

Generally, the TMR student functions at a rate ¼ to ½ that of a "normal" child the same age. Cognitive skills are such that one could not expect more than a first or second grade reading or math level and then in only some cases. These students are capable of learning self-help skills and job-skills at different degrees. TRM students can learn to live independently or semi-independently. Vocationally, TMR students can be trained to work in sheltered workshops or low level competitive employment.

III. EDUCATIONAL PROGRAMMING

A. Total Number of Classes: I.U. 11 District 21 Itinerant Caseload ______

B. Maximum Class Size: Resource Room ____ Self-contained 12 elem.; 15 sec.

C. Typical School Setting: Regular School Building X Special School ______ Other ______

D. Special Equipment/Methods Used with Exceptionality:

Special equipment and methods depend on the specific needs of each child. Some students have physical needs that might require special bussing, special chairs, wheel chairs, prosthesis and occupational or physical therapy.

I. DEFINITION OF EXCEPTIONALITY (Special Education Standards 9/30/77)

Mentally Retarded — Impaired mental development which adversely affects a person's educational performance. A mentally retarded person exhibits significantly impaired adaptive behavior in learning, maturation and/or social adjustment as a result of subaverage intellectual functioning. The degree of retardation and the level of social and academic functioning, not deviant behavior patterns, shall be the factors in determining the individualized program. A person shall be assigned to a program for the mentally retarded when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that no person shall be assigned to a program for the severely and profoundly mentally retarded unless his or her adaptive behavior is so severely impaired that education programming is oriented to behaviors which may be considered absolutely basic to higher levels of skilled performance. Individuals with an IQ score lower than 30 may be considered for these programs and shall be evaluated by a physician prior to assignment.

II. PROGRAM DESCRIPTION:

A. Acceptance Criteria:

1. Intelligence scores below 30.
2. Severe impairments in rate of acquisition of developmental skills, learning, sensory awareness, and social adjustment in relation to chronological age.
3. Language development is minimal or totally absent.
4. Visual, auditory and/or motor deficits and emotional disturbance are often present.

B. Major Goals:

1. Provide educational training to decrease the amount of dependency through development of skills in the following areas:
    a. self-care – dressing, eating, toileting
    b. gross and fine motor development – i.e. correct body alignment, zipping

c. communication – receptive and expressive skills. The level of expression will be gestural as well as verbal. Verbal expression will be limited.

d. socialization – demonstrate appropriate social behavior.

e. sensory awareness – demonstrate behavioral responses, visual and auditory attending

f. vocational – demonstrate basic manipulative skills – sorting, assembling

C. General Learner Characteristics:

Varies depending on the handicap. The extent of physical, mental, and emotional involvement varies greatly with each student. Consequently, it is difficult to cite general characteristics.

III. EDUCATIONAL PROGRAMMING

A. Total Number of Classes: I.U. 22 District 1 Itinerant Caseload ____

B. Maximum Class Size: Resource Room ____ Self-contained 6-8

C. Typical School Setting: Regular School Building X
Special School ____ Other a center approach

D. Special Equipment/Methods Used with Exceptionality:

Ancillary services such as physical, occupational, speech and vision therapy may be required for some children.

I. DEFINITION OF EXCEPTIONALITY (Special Education Standards 9/30/77)

Physically Handicapped – Orthopedic and/or other health impairments of sufficient magnitude to limit a person's classroom accommodation and educational performance. A person shall be assigned to a program for the physically handicapped when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation includes reports from a physician and a certified public school psychologist.

II. PROGRAM DESCRIPTION

A. Acceptance Criteria:

1. Manifests orthopedic or other health impairment of sufficient severity to prohibit or seriously limit regular classroom attendance and/or performance (i.e. cerebral palsy, muscular dystrophy, trauma).
2. Exhibits intellectual ability from above average to below average on an individually administered test. Student's handicaps and/or speech problems often interfere with performance on such tests. Consequently, it is difficult to state specific scores.

B. Major Goals:

1. Provide a comprehensive blend of education, therapy, pre-vocational/vocational training, and curricular activities that will enable each student to realize his academic, home-living, and vocational abilities. The following areas are stressed:
    a. Academics: reading, composition, math, background information in natural and social sciences.
    b. Vocational: training for potential employment.
    c. Supportive therapies: to meet specific health and school-related needs of the individual.
    d. Physical therapist: evaluates, treats and/or serves as consultant for students with signed prescriptions from the family's physician.

e. Occupational therapist: carries out treatment plans to increase independent functioning.

C. General Learner Characteristics:

Varies depending on the severity of the handicap.

III. EDUCATIONAL PROGRAMMING

A. Total Number of Classes: I.U. 6 District 0 Itinerant Caseload ______

B. Maximum Class Size: Resource Room ______ Self-contained 13

C. Typical School Setting: Regular School Building ______
3 primary
Special School 3 intermediate/sec.* Other ______
*(change classes)

D. Special Equipment/Methods Used with Exceptionality:

- wheelchairs
- crutches
- standing tables
- ramps and railings
- adaptive devices for writing: tables, lap boards, pencil grips

I. DEFINITION OF EXCEPTIONALITY (Special Education Standards 9/30/77)

Learning Disabilities – A deficiency in the acquisition of basic learning skills, including but not limited to, the ability to reason, think, read, write, spell or to do mathematical calculations, as identified by an educational and psychological evaluation. Persons who have learning disorders which are primarily the result of visual, hearing or other handicaps or mental retardation or emotional factors or of environmental disadvantage are not learning disabled. The term learning disability does not exclude the possibility that a learning disabled person may also exhibit such conditions as brain damage or minimal brain disfunction. A person shall be assigned to a program for the learning disabled when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation clearly indicates that the person can demonstrate average or above average intellectual functioning on an appropriate intelligence measure. The evaluation shall include an assessment of specific academic strengths and weaknesses.

II. PROGRAM DESCRIPTION

A. Acceptance Criteria:

1. Demonstrate average or above average intelligence on an individually administered test.
2. Demonstrate an academic performance level of one or more years below grade level in math and/or reading at the elementary level, and performance below the seventh grade level and two or more years below grade level in reading and/or math at the secondary level.
3. Be free of severe physical or sensory disability and severe emotional or behavioral problems.
4. Demonstrate a process disability.
5. Participate willingly in the program.

B. Major Goals:

1. Improve skills in academic areas of reading, language arts, writing, and math. The goal here is to improve the student's academic abilities to a level commensurate with his age and grade level.

2. When possible, the student is integrated into regular education classes for areas in which he has shown academic gains. The ultimate goal is to improve the child's skills to a level where he can be reintegrated and perform academically in that setting.

C. General Learner Characteristics:

Significant academic lag in basic skills coupled with one or more of the following: inattentive, low level of frustration, poor memory skills, poor peer relationships, impulsive, constant non-directed motion, poor motor coordination, poor visual and/or auditory perception skills, deficient language skills.

III. EDUCATIONAL PROGRAMMING

A. Total Number of Classes: 22 District 25 Itinerant Caseload -

B. Maximum Class Size: Resource Room 15 - 20 Self-Contained elem: 6-12 sec: 8-15
(part-time or full-time)

C. Typical School Setting: Regular School Building X
Special School _____ Other _____

D. Special Equipment/Methods Used with Exceptionality:

Selected core curricular programs and management programs

I. DEFINITION OF EXCEPTIONALITY (Special Education Standards 9/30/77)

Socially and Emotionally Disturbed – A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree: an inability to learn which cannot be explained by intellectual, sensory or health factors; and inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms, pains or fears associated with personal or school problems. A person shall be assigned to a program for the socially and emotionally disturbed when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation includes reports from a board-certified or approved psychiatrist. No person shall be assigned to a program for the socially and emotionally disturbed for disciplinary reasons alone. Socially and emotionally disturbed children shall be psychiatrically re-evaluated every two years.

Brain Damage – A moderate to severe injury to the brain, as identified by a neurological examination, resulting in severe behavior and learning disorders. Persons whose behavior and learning disorders are primarily the result of visual, hearing or motor handicaps or mental retardation, emotional factors or of environmental disadvantage are not brain injured.

II. PROGRAM DESCRIPTION

A. Acceptance Criteria:

1. Average or potentially average in intelligence
2. A history of difficulties in regards to the student's self-concept and ability to get along with others.
3. The learning problem may not be reflected in deficiencies in academic skills but rather in the appropriateness of the use of these skills in the educational system.

B. Major Goals:

1. Achieve educational competency and feelings of self-worth.
2. Assist the student in getting along with others effectively and appropriately in any given social situation.

3. Develop the intellectual and academic skills necessary to return the student to a regular class placement when possible.

C. General Learner Characteristics:

Children may present symptoms of hyperactivity, behavior problems, distractibility, and/or learning disabilities. Some children can perform academically at grade level or above but have problems in social relationships with their peers or adults. The student is not able to be appropriately educated within the regular class situation due to social-emotional/neurological factors.

III. EDUCATIONAL PROGRAMMING

A. Total Number of Classes: I.U. 79 District 29 Itinerant Caseload ____

B. Maximum Class Size: Resource Room 15-20 Self-contained 6-12 elem. 8-12 sec.

C. Typical School Setting: Regular School Building X
Special School ____ Other ____

D. Special Equipment/Methods Used with Exceptionality:

1. Weekly group therapy with child psychiatrist or psychologist
2. Chemotherapy when appropriate
3. Behavior modification
4. Diagnostic and prescriptive teaching techniques

I. DEFINITION OF EXCEPTIONALITY (Special Education Standards 9/30/77)

Visually Impaired – A visual impairment, which adversely affects a person's educational performance. A person shall be assigned to a program for the visually impaired when the evaluation and Individual Education Program indicate that such a program is appropriate, provided that the evaluation includes an examination by an eye specialist and a written report of the nature and degree of the visual impairment.

II. PROGRAM DESCRIPTION

A. Acceptance Criteria:

1. A corrected visual acuity of 20/70 or worse in the better eye as documented by an eye doctor.
2. Indication by an eye doctor that the student has impaired vision and will require considerable adjustments to perform visual tasks found in the usual school situation.
3. Visually impaired programs assist students with visual problems only, not perceptual problems.

B. Major Goals:

1. To support the student in the placement in which he is currently enrolled. Delivery of service is through the following:
   a. Itinerant services are based on the individual needs of each visually impaired student and are considered supplementary to instruction received in the regular program to which the student is assigned.
   b. Elementary and secondary classes emphasize both subject content and development of special skills in accordance with the IEP.
   c. Orientation and mobility specialists individually instruct visually impaired students to utilize their remaining senses to establish their physical position in a safe and independent manner in relation to their environment. Skills in identification of environment clues, safety precautions, techniques for travel with sighted guides,

cane travel, use of public transportation, and experience of proper gait are some of the many services provided.

C. General Learner Characteristics:

Characteristics are based on the severity of the handicap. May have two similar cases in respect to the extent of visual disability, each with different needs and characteristics.

III. EDUCATIONAL PROGRAMMING

A. Total Number of Classes: I.U. 7 Itinerant
2 full-time (1 elem. & 1 sec.)
11: 2 mobility

District ______

Itinerant Caseload 8 - 21

B. Maximum Class Size: Resource Room 15 Self-contained 5 - 12

C. Typical School Setting: Regular School Building X
Special School ______ Other ______

D. Special Equipment/Methods Used with Exceptionality:

large print books
braille
tapes
talking calculators
typewriters
magnifying devices
optacon

I. DEFINITION OF EXCEPTIONALITY (Special Education Standards 9/30/77)

Hearing Impaired – A hearing loss ranging from mild (hard of hearing) to profound (deaf), which interferes with the development of the communication process and results in failure to achieve full educational potential. A person shall be assigned to a program for the hearing impaired when the evaluation and Individualized Education Program indicates that such a program is appropriate, provided that the evaluation includes a report by an audiologist and otologist.

II. PROGRAM DESCRIPTION

A. Acceptance Criteria:

1. Otological and audiological evaluation by an approved clinic. Results must demonstrate at least a mild to moderate hearing loss.
2. Psychological evaluation which indicates at least normal intelligence on tests appropriate for hearing impaired youngsters.
3. Student must demonstrate a language delay due to hearing impairment rather than other concomitant problems.
4. Child must demonstrate the potential for speech which is intelligible to the untrained ear.

B. Major Goals:

1. Provide the student with the tools to manipulate his language and thought.
2. Develop academic, motor and social skills.
3. Assist each child in reaching his maximal potential for learning commensurate with age and ability.

C. General Learner Characteristics:

Varies depending on the severity of the handicap. Will have varied difficulty in listening in quiet, noise and distances; may have problems in academic areas due to language problem; may tune out or show lack of attention due to difficulty in listening; may misinterpret statements, facial expressions, nuances in communication, etc.

III. EDUCATIONAL PROGRAMMING

A. Total Number of Classes: I.U. (5 sch. age) (1 pre-sch) District - Itinerant Caseload -

B. Maximum Class Size: Resource Room 5-15 Self-contained 5-8

C. Typical School Setting: Regular School Building X
Special School ______ Other ______

D. Special Equipment/Methods Used with Exceptionality:

Hearing aids – owned by child.

I. DEFINITION OF EXCEPTIONALITY (Special Education Standards 9/30/77)

Hearing Impaired – A hearing loss ranging from mild (hard of hearing) to profound (deaf), which interferes with the development of the communication process and results in failure to achieve full educational potential. A person shall be assigned to a program for the hearing impaired when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation includes a report by an audiologist and otologist.

II. PROGRAM DESCRIPTION

A. Acceptance Criteria:

1. Ages 5-21
2. Presence of defined hearing impairment which has affected the student's communicative ability, academic achievement, language skills and/or coping behavior.
3. Psychological evaluation.

B. Major Goals:

1. Language: To develop and remediate student's understanding and expression of language skills.
2. Hearing: To develop student's maximal use of hearing (amplification, effective listening, understanding of hearing loss).
3. Academic: To assist the student's development of vocabulary concepts and comprehension of complexities of linguistic structure.
4. Speech Reading: To develop student's strategies for processing information through the use of speechreading.
5. Facilitation: To facilitate student's ability to function within his educational placement.

C. General Learner Characteristics:

Varies depending on severity of hearing impairment.

III. EDUCATIONAL PROGRAMMING:

A. Total Number of Classes: I.U. - District - Itinerant Caseload 110*

B. Maximum Class Size: Resource Room - Self-contained -

C. Typical School Setting: Regular School Building X
Special School ____ Other ____

D. Special Equipment/Methods Used with Exceptionality:

Hearing aids owned by student.

---

*Children with multiple handicaps, such as mentally retarded and hearing impaired, are included in the itinerant's caseload.

I. DEFINITION OF EXCEPTIONALITY (Special Education Standards 9/30/77)

Speech and Language Impaired – Communication disorders of impaired language, voice, fluency or articulation to such a degree that academic achievement is invariably affected and/or the condition is significantly handicapping to the affected person. A person shall be assigned to a program for the speech and language impaired when the screening by a speech clinician and the Individualized Education Program indicate that such a program is appropriate. Where appropriate, an evaluation by a certified public school psychologist or physician shall be performed.

II. PROGRAM DESCRIPTION

A. Acceptance Criteria:

1. Speech or language deviates from accepted standards of the child's individual social and cultural community to such a degree that academic achievement and/or social adjustment is affected.

B. Major Goals:

1. Assist all children with communication problems to develop and acquire speech and language skills to the highest level possible.

C. General Learner Characteristics:

Varies according to severity of the handicap. Speech and language problems are identified under the following headings:

1. Articulation – substitute one sound for another (wook for look) or omit sounds (ba for ball)
2. Phonation – voice problems relating to pitch, loudness, and quality
3. Resonation – production of nasal resonance – hyper- and hypo-nasality

III. EDUCATIONAL PROGRAMMING

A. Total Number of Classes: I.U. ________ District ________ Itinerant Case contacts minimum 90

B. Maximum Class Size: Resource Room ________ Self-Contained 5-8

C. Typical School Setting: Regular School Building X
Special School X Other ________

D. Special Equipment/Methods Used with Exceptionality:

APPENDIX TO DAY II

Parent Self-Evaluation Form 109
Teacher Self-Evaluation Form 110-111
Public Law 94-142 and Section 504—Understanding what they are and are not 112-121
Dictionary of Educational Terms 122-123
Procedures for Parent Involvement in the IEP Process Flow Chart 124
Glossary, Project AID 125-126

Project P.I.E.
9/77

PARENT
PRE-WORKSHOP
SELF-EVALUATION FORM

NAME ______________________________

ADDRESS ______________________________

____

PHONE ________ ______________________

SCHOOL DISTRICT ______________________

DO YOU HAVE AN EXCEPTIONAL CHILD? yes no

IF YES, WHAT EXCEPTIONALITY(IES):

TMR
EMR
LD
ED
BI

Speech/Language
Vision
Hearing
Physically Handicapped
Gifted

WHAT AGE LEVEL IS YOUR CHILD?
Pre-School
Primary
Intermediate
Junior High School
Senior High School

HAVE YOU ATTENDED ANY IEP WORKSHOPS? YES NO

How knowledgeable are you about the following? (Circle 1,2,3, or 4)

	Little Knowledge			Much Knowledge
1. Mainstreaming and least restrictive environment	1	2	3	4
2. What must be included in the IEP conference	1	2	3	4
3. Who must and can attend the IEP conference	1	2	3	4
4. What the legal processes are				
- referral	1	2	3	4
- parental permission	1	2	3	4
- due process	1	2	3	4
5. Parents rights				
- in the IEP planning	1	2	3	4
- right to examine records	1	2	3	4
- right to challange placement and program plans	1	2	3	4
- native language communication	1	2	3	4
6. Types of exceptionalities	1	2	3	4
7. Types of tests	1	2	3	4
8. What a short-term objective is	1	2	3	4
9. How teachers evaluate what a student has learned or not learned	1	2	3	4
10. Where to go for help concerning your exceptional child in the school district, intermediate unit or community	1	2	3	4
11. Asking pertinent questions at parent-teacher conferences	1	2	3	4
12. Educational language	1	2	3	4

Project P.I.E.
9/77

TEACHER
PRE-WORKSHOP
SELF-EVALUATION FORM

NAME ____________________

SCHOOL ____________________

SCHOOL ADDRESS ____________________

____

SCHOOL PHONE ____________________

WORKING HOURS ____________________

EXCEPTIONALITY(IES): EMR ED SPEECH/LANGUAGE
TMR BI HEARING
LD VISION PHYSICALLY HANDICAPPED

LEVEL: Pre-School Junior High
Primary Senior High
Intermediate

TYPE OF CLASS: Resource Room
Self-Contained
Itinerant Program

IEP TRAINING: Workshops attended
Shippensburg _____
MCCC _____
Other ____________________

PL 94-142 REQUIREMENTS
How knowledgeable are you about the PL requirements on:

	Little Knowledge		Much Knowledge	
1. Mainstreaming and least restrictive environment	1	2	3	4
2. What must be included in the IEP conference	1	2	3	4
3. Who must and can attend the IEP conference	1	2	3	4
4. What the legal processes are				
- referral	1	2	3	4
- parent permission	1	2	3	4
- due process	1	2	3	4
5. Parents rights				
- in the IEP planning	1	2	3	4
- right to examine records	1	2	3	4
- right to challange placement and program plans	1	2	3	4
- native language communication	1	2	3	4

HOW COMPETENT DO YOU FEEL IN EACH OF THE FOLLOWING AREAS:

I. Assessment	Little Competence		Much Competence	
1. Selection of tests	1	2	3	4
2. Use of norm-referenced achievement tests	1	2	3	4
3. Use of norm-referenced diagnostic tests	1	2	3	4
4. Use of criterion-referenced tests	1	2	3	4
5. Use of informal diagnostic tests (checklists, inventories)	1	2	3	4
6. Use of diagnostic teaching	1	2	3	4
7. Use of systematic observation	1	2	3	4
8. Use of prescription kits	1	2	3	4

Project P.I.E.
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	Little Competence			Much Competence
II. Analyzing test data and writing annual goals	1	2	3	4
III. Selecting and writing short-term objectives				
1. locating sets of objectives	1	2	3	4
2. selecting objectives	1	2	3	4
3. writing short-term objectives	1	2	3	4
IV. Teaching methods and materials				
1. Translate assessment information into teaching strategies	1	2	3	4
2. Adapt materials and methods to the student	1	2	3	4
3. Create new materials and methods	1	2	3	4
V. Conferencing				
1. Contacting parent and requesting conference attendance	1	2	3	4
2. Stating the objectives of the conference and sticking to them	1	2	3	4
3. Using verbal techniques	1	2	3	4
4. Using parent language and not professional jargon	1	2	3	4
5. Analyzing verbal and non-verbal communication and adjusting your behavior accordingly	1	2	3	4
6. Mutually sharing information and being receptive to parental suggestions	1	2	3	4
7. Culminating the conference and eliciting commitments	1	2	3	4

DICTIONARY OF EDUCATIONAL TERMS

ADAPTIVE PHYSICAL EDUCATION - a gym program to aid the special child in physical development; there are changes in the method of teaching or use of special materials.

ANNUAL GOALS - what the student needs to learn; general, long range changes in a student's behavior.

APPROVED PRIVATE SCHOOL (APS) - any private school servicing a child with special needs.

AUDIOLOGICAL SERVICES - services to correct hearing problems; hearing aid(s).

CHANGE IN EDUCATIONAL PLACEMENT - a child goes from one type of program to another.

COMMERCIALLY PREPARED PRESCRIPTION KITS - tests that go along with the program series to reveal if the student mastered skills that the program presents.

CORRECTIVE SUPPORTIVE SERVICES - any service that helps to correct a deficit the student has.

CRITERION-REFERENCED TESTS - tests which evaluate one specific subject area and certain skills in that subject area; they give specific strengths and weaknesses.

DEVELOPMENTAL SUPPORTIVE SERVICES - any service to help the student progress through the normal steps to learn something.

DIAGNOSTIC TEACHING - the teacher observes how the student learns and how well methods and materials work.

GENERAL ACHIEVEMENT TESTS - tests that sample a student's performance in different subject areas and reveal strengths and weaknesses.

FORMAL DIAGNOSTIC TESTS - a commercially produced test that assesses one particular subject area.

INDIVIDUALIZED EDUCATIONAL PLAN (IEP) - a plan to assure that a child receives the special services he/she needs; not a lesson plan.

INFORMAL ASSESSMENT - evaluation with no norm comparison of what the student is capable or incapable of doing.

INFORMAL DIAGNOSTIC TESTS - these are checklists and inventories to analyze performance, error patterns and instructional levels so the teacher can select the best methods and materials to use.

INTERMEDIATE UNIT (IU) - extension of State Department of Education established to provide support services to local school districts.

ITINERANT PROGRAM - a part-time program; the teacher or specialist comes to the student's school.

LOCAL EDUCATIONAL AGENCY (LEA) - the school district.

MILESTONE EVALUATION - test the student at different times throughout the school year, usually upon the completion of a unit of study.

MODIFIED REGULAR EDUCATION PROGRAM - the child is in a regular classroom but the teacher must make substantial changes in what she teaches the student and how she teaches; the teacher must change methods and materials to fit the exceptional child in her class.

NORM-REFERENCED TEST - a test that gives a comparison population.

OCCUPATIONAL THERAPY - art and science of directing ones response to selected activities to promote and maintain health, to prevent disability, and to evaluate behavior of individuals with physical or psycho-social disfunction in conjunction with the educational program.

PHYSICAL THERAPY - evaluation and treatment of a person utilizing physical properties such as mechanical stimulation, use of therapeutic exercises, and training in functional activities for the purpose of limiting or preventing disability and alleviating or correcting physical or mental conditions in conjunction with the educational program.

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE - what the student knows.

PRIMARY PLACEMENT - where the student spends most of his/her school day; the program in which the student is enrolled.

RECEIVING TEACHER - the teacher who is getting the student in her special program.

REGULAR PHYSICAL EDUCATION - any gym program provided to all children; no changes are made in the program for special students.

SENDING TEACHER - the teacher who has the student presently or last had the student and who is sending the student to a special program.

SHORT-TERM OBJECTIVES - smaller statements of what the student must learn.

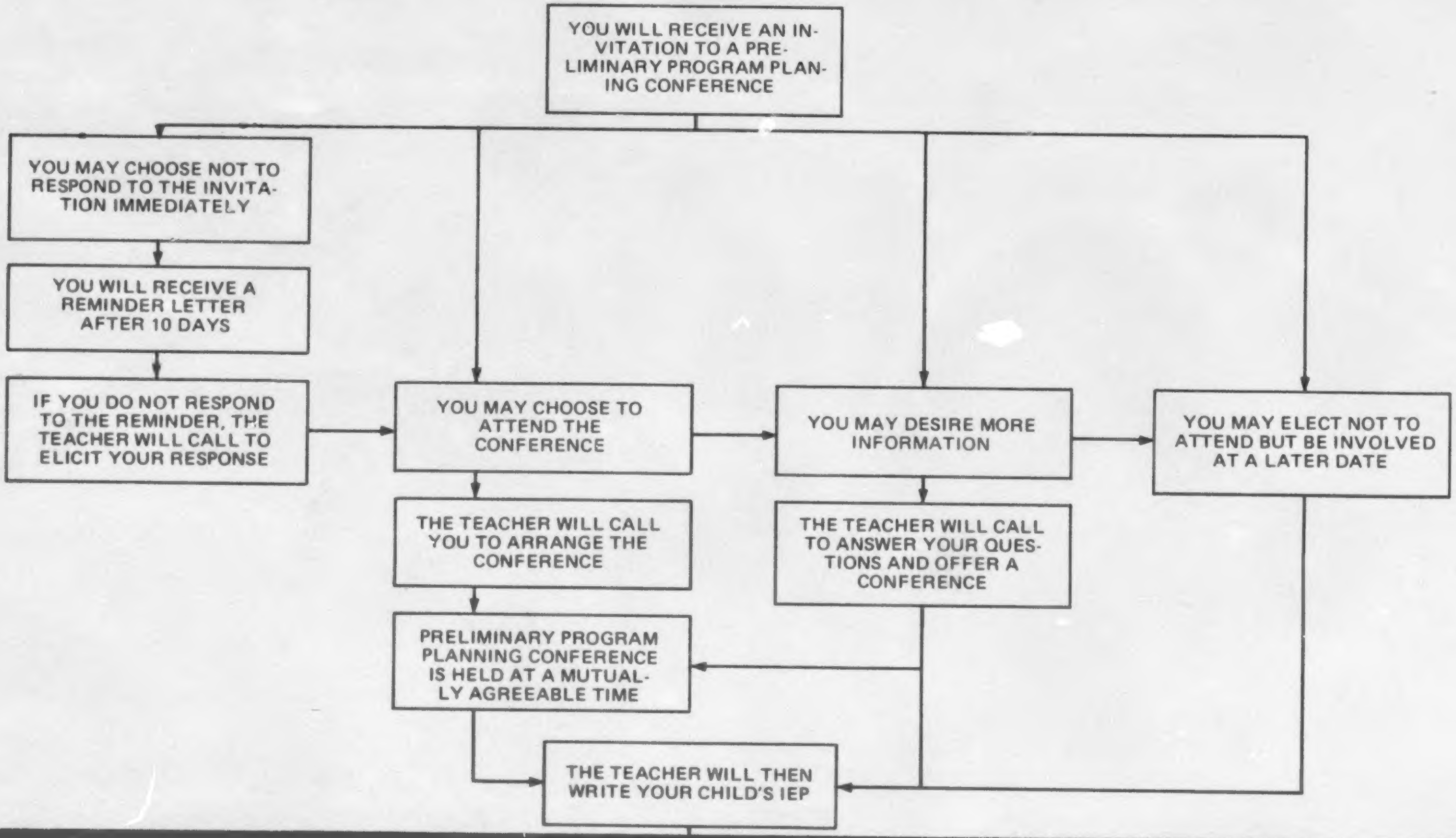
STANDARDIZED FORMAL ASSESSMENT - a test which is commercially produced and which is to be given and scored in a specific way.

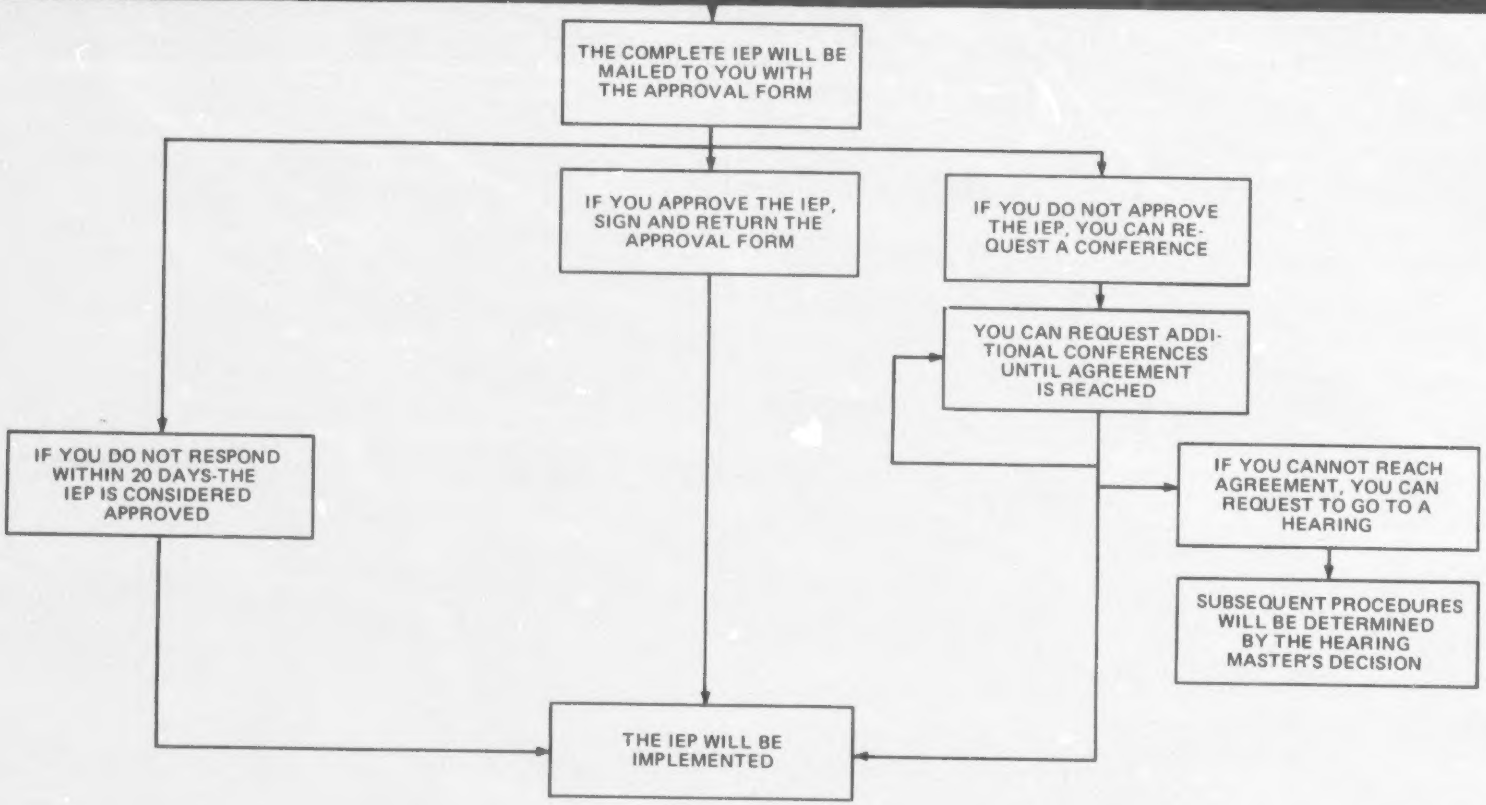
SUPPORTIVE SERVICE - any service that is in addition to regular classroom placement; supportive services are: special transportation, audiological services, psychological services, medical services for diagnosis and evaluation, regular or adaptive physical education and occupational or physical therapy.

SURROGATE PARENT - a person appointed to act as a parent for a child, usually in the case of a child in a residential facility.

SYSTEMATIC OBSERVATION - the teacher observes the student and charts his/her behavior to reveal strengths, weaknesses and his/her method of approaching a task.

PROCEDURES FOR PARENT INVOLVEMENT IN THE IEP PROCESS


YOU WILL RECEIVE AN INVITATION TO A PRELIMINARY PROGRAM PLANING CONFERENCE
YOU MAY CHOOSE NOT TO RESPOND TO THE INVITATION IMMEDIATELY
YOU WILL RECEIVE A REMINDER LETTER AFTER 10 DAYS
IF YOU DO NOT RESPOND TO THE REMINDER, THE TEACHER WILL CALL TO ELICIT YOUR RESPONSE
YOU MAY CHOOSE TO ATTEND THE CONFERENCE
YOU MAY DESIRE MORE INFORMATION
YOU MAY ELECT NOT TO ATTEND BUT BE INVOLVED AT A LATER DATE
THE TEACHER WILL CALL YOU TO ARRANGE THE CONFERENCE
THE TEACHER WILL CALL TO ANSWER YOUR QUESTIONS AND OFFER A CONFERENCE
PRELIMINARY PROGRAM PLANNING CONFERENCE IS HELD AT A MUTUALLY AGREEABLE TIME
THE TEACHER WILL THEN WRITE YOUR CHILD'S IEP


THE COMPLETE IEP WILL BE MAILED TO YOU WITH THE APPROVAL FORM
IF YOU APPROVE THE IEP, SIGN AND RETURN THE APPROVAL FORM
IF YOU DO NOT APPROVE THE IEP, YOU CAN REQUEST A CONFERENCE
YOU CAN REQUEST ADDITIONAL CONFERENCES UNTIL AGREEMENT IS REACHED
IF YOU DO NOT RESPOND WITHIN 20 DAYS-THE IEP IS CONSIDERED APPROVED
IF YOU CANNOT REACH AGREEMENT, YOU CAN REQUEST TO GO TO A HEARING
SUBSEQUENT PROCEDURES WILL BE DETERMINED BY THE HEARING MASTER'S DECISION
THE IEP WILL BE IMPLEMENTED

PROJECT AID - ASSISTANCE FOR IEP DEVELOPMENT

GLOSSARY

AID - Assistance for IEP Development

ANNUAL GOALS - A general statement describing the child's progress in one year. Example: The student will increase his reading comprehension skills.

APS - Approved Private School

BI - Brain Injured

CDE - Center for Developmental Education

DATE OF REVIEW OR REVISION - The date when the IEP will be reviewed and updated. This must be done within twelve months.

DUE PROCESS - Legal procedures available to the citizens before the State and/or Districts can deny them certain important rights and privileges.

EFFECTIVE DATE - The day the parent approves of the IEP.

EMR - Educable Mentally Retarded.

IEP - Individualized Education Program

IEP COORDINATOR - A person selected in a building program or district, who oversees the writing of an IEP.

IMT or MIT - Itinerant Master Teacher

L&A - Learning and Adjustment

LD - Learning Disabilities

LEAST RESTRICTIVE ENVIRONMENT - The most appropriate educational placement

LOCAL EDUCATIONAL AGENCY REPRESENTATIVE (LEA REP) - A person selected in a building, program, or district who will participate in all conferences discussing the IEP. This person represents the Local Education Agency.

MAINSTREAMING - Educating handicapped children as closely as possible to their normal peers.

MIT or IMT - Master Itinerant Teacher

OPERATING AGENCY - The agency which operates the class.

OT - Occupational Therapy

PH - Physically Handicapped

PIE - Partners In Education

PRELIMINARY PROGRAM PLANNING CONFERENCE - The meeting with parents, teacher or teachers, and LEA Representative to discuss concerns and begin developing an IEP.

PRESENT EDUCATIONAL LEVELS - A statement describing where the student's instruction should begin.

PRIMARY ASSIGNMENT - The class or classes to which your child is assigned; Ex. Self-contained, resource room, regular class, language, speech, hearing and/or vision.

PT - Physical Therapy

SED - Socially Emotionally Disturbed

SERVICES - Means transportation and other available services that help the child benefit from special education

SHORT-TERM OBJECTIVES - Steps used to achieve annual goals. Ex. Given 20 words, the student will identify the initial consonant blend with 80% accuracy.

SPI - Severely Profoundly Impaired

S/PMR - Severely and Profoundly Mentally Retarded

TMR - Trainable Mentally Retarded

UG - Ungraded

VHMH - Visually Handicapped Multiply Handicapped

VHRR - Visually Handicapped Resource Room

APPENDIX TO DAY III

Due Process and the Exceptional Child – A Guide for Parents 127-148

APPENDIX TO DAY IV

IEP Principles and Criteria for Evaluation 149-155
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IEP PRINCIPLES

AND CRITERIA FOR EVALUATION

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INTRODUCTION

The requirement of a written Individualized Educational Program (IEP) for every handicapped student requiring special education is one of the most significant provisions of P.[illegible]42 ("Right to Education for All Handicapped Children Act of 1975"). Whi[illegible]w is quite explicit in its labeling of the components that must be present in each IEP, there is very little direction provided by the Act or by accompanying Federal Regulations to allow special educators to know what is meant by such terms as "present educational levels" or "annual goals". The principles and guidelines which follow are an attempt to provide direction for special educators in their completion of IEPs. The intent is to facilitate the development of IEPs which are instructionally meaningful both in content and in their ease of implementation in the classroom.

Though the principles and guidelines were developed concurrently, the principles are presented first in that they help to explain the rationale behind the IEP criteria. The principles also serve to aid in resolving questions about the development of IEPs which may not be addressed directly by the IEP criteria.

IEP PRINCIPLES

The following conceptual principles were arrived at through long-term involvement with the IEP by special educators who were at once developing initial IEPs and training others in the process of writing IEPs. They represent an attempt to summarize the facets or characteristics which can make the IEP meaningful to the classroom teacher.

The IEP as a Summary Document

The IEP should serve to summarize the highlights or emphases of the students present functioning and year's program. It is not to serve as a total description of every student skill and every goal and objective which might be achieved by the student over the course of the year. The IEP should be considered a summary document which states how an individual student's program is different from his peers', with some degree of overlap.

The IEP as Instructionally Meaningfully

The IEP should consist of information which comprises the content of instruction which takes place in the classroom. That is to say, the goals and objectives established for the student should be stated in the same terms as the content of the teacher's instruction. Establishing a goal that the student will increase .5 years on an achievement test is not instructionally meaningful. Stating that the student will learn 25 new sight words is the stuff of instruction and would be an appropriate goal.

The IEP as Integrated

The components of each IEP should hold together. The information included in the Present Level section should lead the reader to the Annual Goals from which the Objectives, Evaluation and Criteria should spring. There should be continuity in moving from one section to the next that suggests that there was some directed intent to the process of describing the student's present skills and developing appropriate goals and objectives.

The IEP as Curriculum-Based

The process of developing the IEP and its implementation in the classroom is curriculum-based. The curriculum serves as the context within which the IEP "occurs", so to speak. It is the framework within which the student's skills are assessed and described and from which the goals and objectives are derived. A corollary of this particular principle is the importance for the teacher to be familiar with his/her total curriculum so that the range of possibilities for the student may be considered when developing the IEP.

The IEP principles serve as the underlying foundation for the development and implementation of IEPs. They are the assumptions which help to structure or limit one's thinking about IEP and which help to decide such matters as how much information should be included by the teacher in his/her contribution. The IEP principles are also the basis for the IEP criteria. The IEP criteria put into practical terms the implications of the IEP principles for each of the instructional components (e.g. present levels, annual goals, etc.).

IEP CRITERIA

The criteria presented here were developed for use in professional training programs aimed at preparing participants to write IEP plans. They were designed to provide trainers and participants with:

1. a basis for interpreting feedback on written IEP plans.
2. a convenient reference for peer or self evaluation of written IEPs.
3. a basis for evaluating the overall effectiveness of the training program in preparing participants to write IEPs.

Because the criteria specified for adequate IEPs are based on interpretations of the law's requirements, it is entirely conceivable that alternative interpretations may be made by others. Where professional judgment suggests that some alternative criteria or additional criteria be incorporated into the list, it is a simple matter to adapt the guidelines and forms to accomodate these changes.

Note: While the criteria for evaluating the written IEP plan provide a means for judging the adequacy of an IEP document, they do not provide a basis for evaluating two of the most crucial requirements of the IEP: (1) the match between the IEP and the student for whom it was developed, and (2) the completeness of the plan in respect to curriculum and special services needs. It is possible that a written IEP plan could meet all of the criteria and, yet, prove to be poorly fitted to the student and to his particular need for special services.

Present Education Levels

Information reported in the Present Education Level Section should emphasize educationally relevant data for a curriculum area (e.g. reading) or instructional area (e.g. self-help skills). Information derived from informal assessment procedures (such as classroom observations, anecdotal records, and teacher-made tests) and criterion-referenced tests can provide more educationally relevant data than standardized achievement tests.

1. Is assessment data reported for each instructional area in which annual goals are specified?

   While reported data may encompass many instructional areas, the minimum requirement is for some information to be provided for each area in which individualized instruction is to occur.

2. Is the assessment information relevant and specific to the selection of annual goals?

   Annual goals are derived from assessment data which indicate areas of weakness or target areas for instruction.

3. Does the statement of present education levels go beyond the reporting of test scores?

   To be instructionally meaningful the present level section should highlight qualitative information about the student's skills.

4. Are the upper limits of skills described?

   Rather than describe all skills the student has mastered, it is best to focus on the level in different areas where the student's skills begin to break down.

5. Does the Present Level section describe the student's present skills rather than what should be taught or be a justification for placement?

The information should summarize the student's present level of attainment and should not be a forum for justifying placement or establishing goals for the student. Such information belongs elsewhere.

Annual Goals

Annual goals are written statements of what the student is expected to learn from the prescribed educational program. They represent broad targets of the student's program and expected educational growth which can take place over the academic year. Annual goals should be general in scope, yet specific enough to focus instruction in appropriate curricular areas. Because specific measurement of achievement will be indicated at the short term instructional objective level, it is not essential that annual goals be stated in behavioral terms. The following minimum cirteria can be used for evaluating the adequacy of annual goal statements.

6. Do the Annual Goals follow from the description of present levels?

The selection of annual goals should be supported by the reported assessment data. While a point to point correspondence between assessment data and annual goals is usually not possible, the goals should be related to the supporting assessment information.

7. Are annual goals referenced to a sub-division of the curriculum content area?

The annual goal should address the curriculum content subdivision rather than the content area itself. For example, "Demonstrates increased ability to apply phonics skills" is acceptable while "Displays increased ability to read" is not. Common sub-divisions for such curriculum areas as mathematics and self-help skills are represented in the chapter divisions of text books, curriculum guides, or published sets of objectives for these areas.

8. Are annual goals independent from reference to specific grade or curriculum levels?

Annual goals should be addressed to sub-divisions of curriculum content areas and should not focus on projected gains scores (e.g. movement in developmental age or grade equivalents) or movement within a specific curriculum (e.g. "Complete books 4, 5, and 6 in the Ginn Reading Series"). Reference to specific media, methods, and materials can be made in a section of the IEP form reserved for such information.

9. Do the annual goals reflect anticipated learning of more than one behavior?

Except for the IEPs of very low functioning students, a student's annual goals should subsume the learning of a number of different behaviors. These behaviors can then be described in the short-term instructional objectives.

Short-Term Instructional Objectives

Short term instructional objectives are derived from the annual goals in each instructional area. They represent smaller, more manageable learning tasks a student must master on the way to achieveing the more general annual goals. As such, they enable the teacher and others to plot the student's progress toward meeting the annual goal.

10. Are the objectives linked to each annual goal statement?

Because the objectives are derived from the annual goals, they should clearly describe learning tasks which would allow one to determine if the annual goals are achieved.

11. Are there a sufficient number of objectives to adequately represent the tasks necessary for achieving the annual goals?

Because short-term objectives represent milestone steps toward achieving an annual goal, there should be a sufficient number of them to guide the instructional process. For most annual goals a minimum of 3 to 6 short-term objectives is sufficient.

12. Are the objectives stated in behavioral terms?

Short-term instructional objectives should provide a clear description of what the student will be able to do as a consequence of instruction. This requires the use of action verbs (e.g. write, identify, list) which convey unequivocal behavior. Action verbs allow the expression of short-term objectives in observable and measurable terms.

13. Are the evaluation procedures for determining achievement of the objectives described?

Evaluation procedures for each objective should be specified. An objective's condition statement provides information useful in developing appropriate tests or tasks to measure achievement.

14. Are the objective criteria clearly stated?

The criterion for acceptable performance on an objective describes how well the learner must perform the specified task to demonstrate mastery. This often takes the form of "...with no more than 2 out of 10 incorrect," or "...90% of the time."

15. Does the sequence of short-term instructional objectives appear to be logical?

Although the exact sequence of objectives is often an arbitrary matter, many objectives are dependent on the achievement of prerequisite skills that whould occur earlier in the sequence of instruction. When the sequence of instruction clearly makes a difference, the short-term objectives should be presented in the appropriate hierarchical order.

Instructional Methods and Materials

While a statement of specific methods, media, and materials is not required on the written IEP plan, some school systems or special education programs may require it. Even when it is clearly optional, many programs will provide a space or column on the IEP form for including or making reference to this information.

Determination of the appropriateness of methods/media/materials for instruction on a short-term instructional objective requires knowledge of the particular subject area as well as the instructional resources available. Therefore, the judgment of whether a particular statement of the methods/media/materials is appropriate and sufficient for instruction on an objective requires knowledge of instructional practices and resources for the subject content area.

16. Are methods/media/materials specified for each short-term objective?

17. Do methods/media/materials appear to be appropriate for each short-term objective?

POORLY WRITTEN IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE ____________

NO DISTRICT of Residence

Student's Name: Douglas, Steven

Birthdate: 2/12/63

Participants in IEP Development & Writing:

Name	Title
Robert Smith,	LEA Representative
Alice Peterson,	Teacher
Thomas Douglas,	Parent
Mary Douglas,	Parent

Current Assignment: EMR Secondary

Date Written: 10/10/77

Date of Annual Review: 10/10/78

Operating Agent: Montgomery County IU - 23

Person responsible for Implementation of Program: Robert Morse Supervisor

Date of IEP Planning Meeting: 10/8/77

NO PRIMARY ASSIGNMENT

NO DATES

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Physical Education	10/77	ongoing
Bus Transportation	10/77	ongoing

SPECIAL MEDIA OR MATERIALS: None

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10/10/77

PRESENT EDUCATION LEVELS

Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

Summary of 76-77 Progress Reports - Steven completed the first books of Level A of the Phoenix Reading Program. Levels A and B of the Barnell Loft Specific Skills Workbooks were introduced as supplementary materials. Steven completed six chapters of the Heath Elementary Math Program. In Reading and Math Steven spent practice time on weakness areas.

NO QUALITATIVE INFORMATION

a. Only listed books completed

b. DID not give Skills mastered

c. Did not list strengths + weaknesses

NO SOCIAL STUDIES EVALUATION

NO SCIENCE EVALUATION

(AID:mlm - Form 13B - Rev. 11/30/77)

NAME Steven Douglas

DATE 10/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERION)
Reading & Language Arts	
1. Steven will increase his reading comprehension.	NO CRITERION Steven will be able to recall information, identify main ideas. and draw conclusions after reading a selection from his reading book.
2. Steven will improve his word attack skills.	Steven will recognize silent consonants, long and short vowels and a variety of other letter combinations to pronounce words correctly. He should be able to pronounce words correctly approximately all of the time. No conditions or criterion. more than one skill listed
Math	
1. Steven will increase his knowledge of math concepts.	1.1 Steven will tell time correctly whenever asked what time it is. NO conditions 1.2 Steven will recall all of the basic facts without any errors. 1.3 Steven will measure correctly. Math application skill
2. Steven will apply math skills to practical areas.	2.1 Steven will make change. 2.2 Steven will use catalog ording slips and add them up correctly almost all of the time. could be computation skill
Social Studies	
1. Steven will learn to be a good contributing citizen.	1. Steven will be courteous to his peers in school. Affective objective 2. Steven will know what to do in an emergency. no condition 3. Steven will know how to locate community helpers. No conditions or criterion
Science	
1. Steven will learn a variety of home maintenance and repair skills.	1.1 Steven will fix a faucet washer correctly all of the time. 1.2 Steven will paint neatly. 1.3 Steven will use tools correctly almost all of the time.
2. Steven will become aware of the needs of living things.	2.1 Steven will care for classroom plants for one week each month and not forget watering. 2.2 Steven will care for classroom pets. No conditions No conditions or criterion No conditions

CORRECTLY WRITTEN IEP

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

SCHOOL DISTRICT OF RESIDENCE Montclair School District

Student's Name: Douglas, Steven

Birthdate: 2/12/63

Participants in IEP Development & Writing:

Name	Title
Robt. Morse	LEA Representative
Alice Peterson	Teacher
Thomas Douglas	Parent
Mary Douglas	Parent

Current Assignment: EMR Secondary

Date Written: 10/10/77

Date of Annual Review: 10/10/78

Operating Agent: Montgomery County IU-23

Person responsible for Implementation of Program: Robert Morse-Supervisor

Date of IEP Planning Meeting: 10/8/77

PRIMARY ASSIGNMENT AND STATEMENT OF INTEGRATION:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Secondary level self-contained class for Educable Mentally Retarded students	10/77	ongoing

Steve is integrated into regular education for health, music, art, shop, home economics and physical education.

RELATED SERVICES:	DATE OF INITIATION	EXPECTED DURATION OF SERVICES
Physical Education	10/77	ongoing
Bus Transportation	10/77	ongoing

SPECIAL MEDIA OR MATERIALS: None

Copies to:
- Teacher (Original)
- Parent
- Operating Agent
- District of Residence

(AID:mlm - Form 13A - Rev. 11/30/77)

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10/10/77

PRESENT EDUCATION LEVELS
Describe the student's present educational levels (educational strengths/weaknesses) in appropriate curricular areas. These may include, but are not limited to, academic achievement; vocational skills; self-help skills; social adaptation; emotional maturity; motor skills; hearing functioning; visual functioning (orientation and mobility); and speech/language skills. When appropriate, indicate the name of the test/instrument used, and the date of testing.

1. Summary of '76-'77 Progress Reports- Steve completed the first three books of Level A of the Phoenix Reading Program. These books dealt with initial consonants, consonant blends, consonant digraphs, short vowels, long vowels, and a variety of comprehension skills. Steve achieved 80% mastery on all phonetic elements of the Action Readers and teachers guide exercises. Performance on comprehension evaluations indicates that some reteaching is necessary. Steve successfully completed the first six chapters of Book 3 of the Heath Mathematics Program. These chapters dealt with place value , an introduction to measurement and computational math. Mastery was achieved in these areas at a conceptual level. Chapter post tests indicate, however, that additional work is necessary in the practical application of these concepts.

   In Social Studies, Steve acquired a variety of career concepts and pre-vocational skills. He is now ready to apply these skills. In Science, Steve was introduced to the fundamentals of home repair in the areas of plumbing, electricity, glazing, and wall maintenance.

2. Reading- Steve is reading at a 2.5 grade level as tested by the Standard Reading Inventory. Word recognition skills were consistent beyond that level but significant deficiencies were evident in all areas of comprehension.

3. Math-Steve achieved an overall grade level of 4.0 on the Key Math Test. Weaknesses were evident in fractions, multiplication, division, mental computation and numerical reasoning.

(AID:mlm - Form 13B - Rev. 11/30/77)

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10-10-77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
Reading and Lang. Arts	OBJECTIVE	EVALUATION	CRITERION
1. Steven will increase his reading comprehension skills	Steve will be able to...	Pre and post tests designed by the IU for each reading bloc will be given	80%
	1.1recall specific information from the text.		
	1.2locate specific information in the text.		
	1.3identify main ideas.		
	1.4interpret visual information.		
	1.5understand the sequence of events.		
	1.6make predictions.		
	1.7draw conclusions.		
	1.8understand cause and effect		
	1.9interpret characters' feelings and actions		
	1.10interpret figurative language		
	1.11relate text to personal experience		
	1.12comprehend issues in contemporary problems		
	1.13relate text to current events		
	1.14make comparisons and contrasts		
	1.15make generalizations		
	1.16extrapolate & project		
2. Steven will improve his word attack skills	2.1 discriminate the sounds of vowel dipthongs and digraphs		
	2.2 recognize the sound symbol relationships for vowel dipthongs and digraphs		
	2.3 discriminate the two sounds of "y"		
	2.4 learn sight vocabulary		
	2.5 interpret multiple meanings		
	2.6 recognize the sound symbol relationships for the two sounds of "y".		
	2.7 discriminate the r-controlled vowels.		
	2.8 recognize the sound symbol relationships for r-controlled vowels		
	2.9 discriminate hard and soft c and g		
	2.10recognize the sound symbol relationships for hard and soft c and g		

(AID:mlm - Form 13C - Rev. 11/30/77/)

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
	OBJECTIVE	EVALUATION	CRITERION
	2.11 recognize the silent consonants 2.12 discriminate short vowel sounds 2.13 recognize the sound symbol relationships for short vowels	Pre and post tests designed by the IU for each reading bloc will be given	80%
Math 1. Steven will increase his math concepts.	Steve will demonstrate the ability to: 1.1 select and draw line segments 1.2 name sides of polygons 1.3 determine congruency 1.4 determine lines of symmetry 1[illegible] name fractional parts of figures 1.6 name fractional parts of sets 1.7 write equivalent fractions 1.8 recall from memory basic multiplication and addition facts 1.9 write multiplication and addition equations 1.10 solve basic division with remainder exercises 1.11 determine area and volume 1.12 measure diameter and radius 1.13 measure liquid 1.14 perform linear measurements 1.15 multiply 2 and 3-digit nos. by a 1-digit no. 1.16 divide 2 and 3-digit nos. by a 1-digit no.	Pre and post tests for each chapter are provided by the publisher of the math curriculum being used	80%

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)		
	OBJECTIVE	EVALUATION	CRITERION
2. Steven will apply the math skills he learns to practical areas	2.1 make change 2.2 cash a check 2.3 balance a budget 2.4 carry out everyday buying and selling activities 2.5 use a menu 2.6 interpret information from "for sale" ads 2.7 acquire a basic understanding of comparison shopping 2.8 total sales slips 2.9 purchase items through newspaper advertisements	Performance on task	80%
Social Studies 1. Steven will become more familiar with his community	1.1 Given a local phone book and a map of the township, Steven will be able to locate the names, phone numbers, and addresses of various businesses, government offices, and useful service agencies independently. 1.2 Given local train and bus schedules, Steven will be able to specify leaving and arrival times and successfully plan an itinerary.		
2. Steven will increase his understanding of adult employment	2.1 After exposure to a variety of prevocational booklets and filmstrips, Steven will demonstrate an appropriate awareness of various occupational possibilities through written reports 2.2. After exposure to the same material and practical experience, Steven will be able to demonstrate an understanding of appropriate job behavior and employer-employee relationships through group discussion and a simulated classroom work experience. 2.3 Given the Ambler Gazette, Steven will be able to locate and simulate an appropriate response to want ads.		

(AID:mlm - Form 13C - Rev. 11/30/77/)

STUDENT NAME Steven Douglas

DATE IEP WRITTEN 10/10/77

INSTRUCTIONAL AREAS & ANNUAL GOALS	SHORT TERM OBJECTIVES & EVALUATION PROCEDURES (INCLUDE TERMINAL BEHAVIOR, CONDITIONS, AND CRITERIA)
Science 1. Steven will learn a variety of home maintenance and repair skills	Using the Mobile Home Maintenance Lab, Steven will be able to perform the following operations correctly as judged by the teacher: 1.1 Fix a clogged drain and leaky faucet 1.2 Replace a broken window 1.3 Plaster small holes 1.4 Repair several small appliances 1.5 Replace a light switch and socket 1.6 Wallpaper a 6' x 6' area 1.7 Locate studs to hang pictures 1.8 Paint walls and woodwork 1.9 Trace electrical wiring
2. Steven will become aware of the needs of living things	2.1 Using the indoor classroom garden, Steven will grow a variety of plants, flowers and vegetables with success relative to classroom conditions. 2.2 Steve will participate in the care and breeding of aquarium fish using materials available in the classroom. Success will be determined by the healthy survival and perpetuation of the fish population

(AID:mlm - Form 13C - Rev. 11/30/77/)

APPENDIX TO DAY V

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RESULTS OF CONFERENCING ACTIVITY

The consensus of the participants was that the following competencies are important for good parent-teacher conferences.

1. Be prepared – be organized – prepare yourself emotionally, psychologically and intellectually.
2. Be open-minded – objective – show respect for other's opinions.
3. Be honest.
4. Establish rapport.
5. Parents and teachers should assume equal responsibility for the direction of the conference.
6. Be realistic.
7. Keep the child's welfare in mind.
8. Be specific – illustrate facts with examples.
9. Avoid jargon.
10. Keep the communication/contact "on-going."

DO's AND DON'Ts OF PARENT-TEACHER CONFERENCING

1. Do hear criticism fully and get suggestions. Avoid arguments and, when it is desirable to change a point of view, do it diplomatically.
2. Do try to put yourself in the place of the parent and imagine what effect your remarks will have. Be truthful, but remember that you are talking to a parent about his most precious possession, his child. Combine truth with tact.
3. Don't let your desk be a barricade between you. Use two or three chairs grouped together. The individual conference is a partnership, so don't let the presence of a desk "break-up" the partnership feeling.
4. Don't get bogged down in generalities. "Johnny is doing all right . . . there are no problems . . . nice to have met you." This is nice for parents to hear but most of them would just as soon get it in a note or letter.
5. Do try to evaluate a pupil's progress without being critical. Instead of "John is constantly annoying the other pupils," you might say "John seems unhappy in his relations with others." But be certain to be articulate about what you are trying to explain.
6. If you have no suggestions for improving a bad habit, don't bring it up.
7. Don't send the parent away loaded down with countless suggestions. Concentrate on one or two things on which you can work together to help the child. Similarly, don't confuse the parent by trying to show every piece of work his youngster has done in the past months. What you don't show in the conference, the parents can look over at home.
8. Don't press inquiries if the parent is obviously reluctant to respond. As one parent remarked: "I don't mind telling almost anything, but I don't like to be asked."
9. Don't show the parents only the poorest or best work. Show the whole range. If possible, show how the work has improved or changed.
10. Don't use educational "double talk". Words like "immature," "aggressive," "maladjusted," and "retarded" may have different meanings for the parent.
11. Do be on guard for your own facial expressions. A wince or slight frown at a parent's comment may embarrass him. Especially avoid surprise or disapproval.
12. Don't ask prying questions about extremely personal matters.
13. Do offer several alternatives when you offer suggestions so that parents may decide which to use.
14. Do extend an invitation to visit school any time.
15. Do begin and end the conference on a note of optimism.

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APPENDIX TO DAY VI

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MONTGOMERY
COUNTY
INTERMEDIATE
UNIT

SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST. • NORRISTOWN, PA 19401 • 215-539-8550

Dear

Since October 1977, I have been actively participating in the federal project Partners In Education (Project P.I.E.). As a member of a selected group of parents and teachers, I have been receiving information about and training in the IEP process.

In an effort to expand my knowledge and experience with the IEP process, I would now like to observe my child's classroom activities and to discuss my child's IEP and its implementation. As a result of my experience, I hope to become a resource person for other parents in Montgomery County.

Within the next week, I will be calling to schedule an appointment. I am very much looking forward to our conference.

Sincerely,

MONTGOMERY
COUNTY SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST • NORRISTOWN, PA 19401 • 215-539-8550
INTERMEDIATE
UNIT

Dear

Since October, 1977, I have been actively participating in the federal project Partners In Education (Project P.I.E.). As a member of a selected group of parents and teachers, I have been receiving information about and training in the IEP process.

In an effort to expand my knowledge and experience with the IEP process, I would now like to meet with you to discuss my child's IEP and its implementation. As a result of my experience, I hope to become a resource person for other parents in Montgomery County.

Within the next week, I will be calling to schedule an appointment. I am very much looking forward to our conference.

Sincerely,

PARENT INFORMATION FORM

NAME________________________________ TELEPHONE NUMBER______________________

1. Please complete the following:

Your child's - name ________________________________

- teacher ______________________________
- school _______________________________
- district _____________________________
- principal ____________________________

2. Please check other kinds of programs you would like to observe.

_____ LD

_____ ED

_____ BI

_____ EMR

_____ TMR

_____ S/PMR

_____ PH

_____ Vision

_____ Hearing

_____ Speech & Language

_____ Gifted

3. Please check which level you would like to observe.

_____ Elementary _____ Secondary

4. Please check the most convenient days and times for you to visit.

		A.M.	P.M.
_____	Monday	_____ to _____	_____ to _____
_____	Tuesday	_____ to _____	_____ to _____
_____	Wednesday	_____ to _____	_____ to _____
_____	Thursday	_____ to _____	_____ to _____
_____	Friday	_____ to _____	_____ to _____

The Project PIE staff will proceed to schedule your visits and will contact you by phone to give you the necessary information. You will also receive written confirmation concerning the visitation.

TEACHER INFORMATION FORM

NAME ______________________________ EXCEPTIONALITY ______________________________

SCHOOL ______________________________ LEVEL ______________________________

PHONE NUMBER ______________________________ TYPE OF CLASS ______________________________

1. Which days and hours would be most convenient for classroom visitations and discussions?

		A.M.	P.M.
____	Mon.	____ to ____	____ to ____
____	Tues.	____ to ____	____ to ____
____	Wed.	____ to ____	____ to ____
____	Thurs.	____ to ____	____ to ____
____	Fri.	____ to ____	____ to ____

2. What is your daily schdule?

School starts at ______________

Lunch is from ____________ to ____________

School closes at __________

3. Please list vacation days:

DAY DATE

____

____

____

4. Please list any inservice days or early dismissal days and the dismissal time:

INSERVICE DAYS		EARLY DISMISSAL DAYS	
Day	Date	Day	Date

VISITING YOUR CHILD'S CLASSROOM
GUIDELINES

1. Contact your child's teacher by mail or phone to arrange a visit.
2. Schedule a date and time for your visit. It is suggested to schedule a visit when a discussion period can follow.
3. Contact the Project PIE staff if you have difficulty and need assistance in scheduling.
4. Review your child's IEP before visiting the classroom and also read the observation form.
5. Enjoy your visit.
6. It is recommended that you observe while in the classroom and complete the visitation forms immediately following the visit.
7. Mail the forms to the Project PIE office in the envelopes provided.

PROJECT PIE - 1/30/78

VISITATION FORM
VISIT TO YOUR OWN CHILD'S CLASSROOM

NAME:______________________________ DATE:__________

TIME:______to______

Exceptionality of class:

___ ED
___ BI
___ LD

___ EMR
___ TMR
___ S/PMR
___ PH

___ Vision
___ Hearing
___ Speech & Language
___ Gifted

Level:

___ Primary
___ Intermediate

___ Middle School

___ Junior High
___ Senior High

Type of Class: ___ Self-Contained ___ Resource Room

Number of students in class at time of observation _____

Class enrollment: _____

Was an aide present? ___ yes ___ no

1. As you observed your child in the classroom, did you understand the relationship of the activity to the IEP's annual goals and objectives?

   ___ yes ___ no

   If no, ask your child's teacher:

   How did the activity relate to my child's IEP?

2. While you observed the classroom activity, did you see any evidence of evaluation of your child's performance (e.g., written test or oral test)?

___ yes ___ no

If no, ask:

When will you evaluate my child's performance in this activity and how will you do it?

3. If your child is to have supportive services, did you observe your child involved in the supportive service?

___ yes ___ no

Supportive services:

-Occupational Therapy
-Physical Therapy
-Speech/Language Therapy
-Hearing Therapy
-Mobility Training
-Vision Therapy
-Reading Therapy

If no, ask:

When is the supportive services provided?

4. To what extent has this visit helped you to better understand IEP implementation in the classroom?

5	4	3	2	1
Very Much				Very Little

5. Please suggest activities or methods for helping parents understand the IEP process?

VISITING A SPECIAL EDUCATION CLASSROOM
GUIDELINES

1. The Project PIE staff will coordinate a time and place for your Special Education classroom visit. A confirmation will be sent to you through the mail.
2. If you are unable to keep the appointment, please call the school office to make them aware that you cannot keep your appointment, then call Project PIE to reschedule the visitation.
3. Be sure to review the visitation form.
4. When you arrive at the school, go directly to the office to inform them of your arrival and to receive necessary assistance.
5. Enjoy your visit.
6. It is recommended that you observe while in the classroom and complete the visitation forms immediately following the visit.
7. Mail the forms to Project PIE in the envelope provided.

PROJECT PIE - 1/30/78

Your Name ______________________

VISIT TO A SPECIAL EDUCATION PROGRAM

SCHOOL ______________________ DATE ______________________

DISTRICT ______________________ TIME ______________________

Exceptionality of class:

- _____ ED
- _____ BI
- _____ LD
- _____ EMR
- _____ TMR
- _____ S/PMR
- _____ PH
- _____ Vision
- _____ Hearing
- _____ Speech and Language
- _____ Gifted

Level:

- _____ Primary
- _____ Middle School
- _____ Intermediate
- _____ Junior High
- _____ Senior High

Type of Class: _____ Self-contained _____ Resource Room

Number of students in class at the time of the observation: ____________

Is there an aide or not? _____ yes _____ no

Did you observe any supportive services? Please check what you observed.

- _____ Occupational Therapy
- _____ Physical Therapy
- _____ Speech and Language Therapy
- _____ Hearing Therapy
- _____ Mobility Training
- _____ Vision Therapy
- _____ Reading Therapy

1. How familiar were you with this type of exceptional child before your visitation?

5	4	3	2	1
Very Familiar				Not at all Familiar

Your name____________________

VISIT TO A SPECIAL EDUCATION PROGRAM (continued)

2. To what extent has your knowledge about this exceptionality increased as a result of this visit?

5	4	3	2	1
Very Much				Very Little

3. To what extent has your knowledge about the educational programming for this type of child increased as a result of this visit?

5	4	3	2	1
Very Much				Very Little

4. Was this visitation personally valuable?

5	4	3	2	1
Very Valuable				Not at all Valuable

COMMENTS:

MONTGOMERY
COUNTY
INTERMEDIATE
UNIT
SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST • NORRISTOWN, PA 19401 • 215-539-8550

Dear

I am writing to confirm our telephone conversation concerning Project PIE parent visitations to your classroom.

The following parents will visit as listed:

PARENT	DATE	TIME

The staff of Project PIE greatly appreciates your continued support and cooperation. Please contact us at 539-8550 if any problems should arise.

Sincerely,

Mary D'Ippolito

Mary D'Ippolito
Project Associate
Project PIE

MD/bg

MONTGOMERY
COUNTY
INTERMEDIATE
UNIT
SPECIAL EDUCATION CENTER • 1605-B WEST MAIN ST • NORRISTOWN, PA 19401 • 215-539-8550

Dear

I am writing to confirm our telephone conversation concerning your visits to special education classrooms.

Your visits are scheduled for:

	DATE	SCHOOL NAME & ADDRESS	TEACHER	EXCEPTIONALITY
1.				
2.				

Please remember to fill out your visitation form immediately following your visit and to return it to Project PIE in the envelope provided.

The Project PIE Staff hopes your visits are informative and enjoyable. We want you to know that we are enthusiastically looking forward to your continued participation in Project PIE.

Sincerely,

Mary D'Ippolito

Mary D'Ippolito
Project Associate
Project PIE

MD/bg

Enc.

APPENDIX B

PARENT VISITATION FORMS

VISITING YOUR CHILD'S CLASSROOM
GUIDELINES

1. Contact your child's teacher by mail or phone to arrange a visit.
2. Schedule a date and time for your visit. It is suggested to schedule a visit when a discussion period can follow.
3. Contact the Project PIE staff if you have difficulty and need assistance in scheduling.
4. Review your child's IEP before visiting the classroom and also read the observation form.
5. Enjoy your visit.
6. It is recommended that you observe while in the classroom and complete the visitation forms immediately following the visit.
7. Mail the forms to the Project PIE office in the envelopes provided.

VISITATION FORM
VISIT TO YOUR OWN CHILD'S CLASSROOM

NAME:______________________________________ DATE:______________

TIME:______to______

Exceptionality of class:

___ ED
___ BI
___ LD

___ EMR
___ TMR
___ S/PMR
___ PH

___ Vision
___ Hearing
___ Speech & Language
___ Gifted

Level:

___ Primary
___ Intermediate

___ Middle School

___ Junior High
___ Senior High

Type of Class: ___ Self-Contained ___ Resource Room

Number of students in class at time of observation _____

Class enrollment: _____

Was an aide present? ___ yes ___ no

1. As you observed your child in the classroom, did you understand the relationship of the activity to the IEP's annual goals and objectives?

   ___ yes ___ no

   If no, ask your child's teacher:

   How did the activity relate to my child's IEP?

2. While you observed the classroom activity, did you see any evidence of evaluation of your child's performance (e.g., written test or oral test)?

___ yes ___ no

If no, ask:

When will you evaluate my child's performance in this activity and how will you do it?

3. If your child is to have supportive services, did you observe your child involved in the supportive service?

___ yes ___ no

Supportive services:

-Occupational Therapy
-Physical Therapy
-Speech/Language Therapy
-Hearing Therapy
-Mobility Training
-Vision Therapy
-Reading Therapy

If no, ask:

When is the supportive services provided?

4. To what extent has this visit helped you to better understand IEP implementation in the classroom?

5	4	3	2	1
Very Much				Very Little

5. Please suggest activities or methods for helping parents understand the IEP process?

VISITING A SPECIAL EDUCATION CLASSROOM
GUIDELINES

1. The Project PIE staff will coordinate a time and place for your Special Education classroom visit. A confirmation will be sent to you through the mail.
2. If you are unable to keep the appointment, please call the school office to make them aware that you cannot keep your appointment, then call Project PIE to reschedule the visitation.
3. Be sure to review the visitation form.
4. When you arrive at the school, go directly to the office to inform them of your arrival and to receive necessary assistance.
5. Enjoy your visit.
6. It is recommended that you observe while in the classroom and complete the visitation forms immediately following the visit.
7. Mail the forms to Project PIE in the envelope provided.

Your Name______________________________

VISIT TO A SPECIAL EDUCATION PROGRAM

SCHOOL________________________________ DATE________________________________

DISTRICT______________________________ TIME________________________________

Exceptionality of class:

_____ ED
_____ BI
_____ LD
_____ EMR
_____ TMR
_____ S/PMR
_____ PH
_____ Vision
_____ Hearing
_____ Speech and Language
_____ Gifted

Level:

_____ Primary
_____ Middle School
_____ Intermediate
_____ Junior High
_____ Senior High

Type of Class: _____ Self-contained _____ Resource Room

Number of students in class at the time of the observation:_______________

Is there an aide or not? _____ yes _____ no

Did you observe any supportive services? Please check what you observed.

_____ Occupational Therapy
_____ Physical Therapy
_____ Speech and Language Therapy
_____ Hearing Therapy
_____ Mobility Training
_____ Vision Therapy
_____ Reading Therapy

1. How familiar were you with this type of exceptional child before your visitation?

5 4 3 2 1
Very Familiar — Not at all Familiar

continued

Your name ____________________

VISIT TO A SPECIAL EDUCATION PROGRAM (continued)

2. To what extent has your knowledge about this exceptionality increased as a result of this visit?

5	4	3	2	1
Very Much				Very Little

3. To what extent has your knowledge about the educational programming for this type of child increased as a result of this visit?

5	4	3	2	1
Very Much				Very Little

4. Was this visitation personally valuable?

5	4	3	2	1
Very Valuable				Not at all Valuable

COMMENTS:

APPENDIX C

PARTNERS IN EDUCATION IEP COST STUDY

Project
Partners in Education

IEP COST STUDY

Project Partners in Education

IEP COST STUDY

Prepared by:
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INTRODUCTION

In November, 1975, Congress passed Public Law 94-142, the Education for All Handicapped Children Act. This historic piece of legislation ensures the right of each handicapped child to a free appropriate public education. The provision in the legislation which serves as the mechanism for delivering an appropriate program of education to the handicapped child is the Individualized Education Program, IEP. The IEP is to be developed in a conference attended by the child's parents, the child's teacher, a local school district administrator, and when appropriate, the child himself. It is to contain:

- a statement of the child's current level of performance
- a statement of annual goals
- a statement of short-term objectives
- a statement of primary assignment and related services
- a statement of extent of participation in regular education
- a statement of any special media and materials that are necessary for the student to benefit from special education
- a statement of dates of initiation and termination of services.

The impact of the IEP on the educational system has been far reaching. Regular education teachers have had to assume a vital role in the identification and placement of handicapped youngsters; administrators have had to develop and administer new systems for coordinating the IEP process including referral and evaluation, diagnosis and prescription, and placement in the least restrictive environment; special educators have had, in many cases, to redesign their models of instruction. Even the vocabulary of educators has changed as a result of IEP's. Acronyms such as IEP's, LRE's, and LEA's have become household words among educators.

The fact that the IEP process has pervaded all aspects of education requires an intensive look at how the IEP process has affected special education programming, how the IEP process has affected the educational performance of children, how the teacher's day-to-day work has been affected in both quality and amount, and how steps can be taken to improve the IEP process throughout all levels of the educational system.

Another important aspect of the IEP process which must be considered is the cost of IEP development to the educational system. An analysis of cost may have important administrative and instructional consequences. Cost information on IEP development will assist in fiscal planning at the local, state, and federal level and will provide direction for local school districts as they attempt to streamline the IEP process.

During the 1977-78 school year, Project Partners in Education (Project PIE), a federally funded project sponsored by the Montgomery County Intermediate Unit (MCIU), initiated a cost analysis of the IEP development process. This report presents the findings of the Partners in Education IEP Cost Study.

OBJECTIVES AND DESIGN

A major objective of Project Partners in Education was to determine the teacher and supervisory costs related to the development of IEP's for the exceptional students enrolled in MCIU special education programs. Pursuant to this objective, Project PIE conducted a study of the time and cost of IEP development for the 1977-78 school year, the initial year of IEP implementation.

The design of the study involved the collection of time data by teachers and supervisors and the subsequent conversion of this time data into cost figures. Specifically, seventy-five randomly selected teachers from the special education staff of the Montgomery County Intermediate Unit cooperated in systematically logging the time they spent in developing IEP's for 807 students representing the following exceptionalities: Learning Disabilities, Emotionally Disturbed, Brain Injured, Educable Mentally Retarded, Trainable Mentally Retarded, Severely and Profoundly Mentally Retarded, Physically Handicapped, Visually Impaired, Hearing Impaired and Speech Impaired. Data collection took place over a period of six months. Each teacher in the sample recorded the amount of time spent on six types of IEP related activities for each student in his/her class. Among these activities were parent-teacher conferences, other IEP conferences, the gathering of diagnostic data, the writing of the IEP, making IEP related telephone calls, and other activities related to IEP development. In addition to recording the type of activity and the amount of time spent doing that activity, the teacher also reported whether the activity occurred during school time or personal time. For example, a teacher may have reported that 30 minutes of personal time was spent conducting a parent-teacher conference and 50 minutes of school time was spent evaluating the student's academic performance.

While teachers collected time data on the development of IEP's for each of their students, the supervisors assigned to these teachers logged the amount of time spent assisting the teachers in implementing the IEP process. This time data was also broken down by type of activity and was reported as occurring during personal time or school time. Therefore, a supervisor may have reported spending 60 minutes of school time assisting a particular teacher in evaluating students' academic progress and 30 minutes assisting that teacher with parent-teacher conferences.

Thus, both teachers and supervisors generated time data relative to the development if IEP's. The critical questions which the data addressed were:

1. What is the average amount of time teachers spend per student in IEP development?
2. How does the average amount of school time compare to the amount of personal time spent per student on IEP development?
3. How much time does the teacher spend per student on IEP development within the various segments of the school day?
4. What is the average amount of teacher time spent per student on each of the various IEP development activities?
5. What is the average number of days which elapse between the initial IEP activity (the first activity in which a teacher engages in developing a student's IEP) and the completion of the IEP document?
6. What is the average amount of time supervisors spend per teacher assisting in IEP development?

Based on the time data gathered, this study then addressed the issue of the teacher and supervisory cost of IEP development. The determination of teacher and supervisory cost was based upon an analysis of the school time and personal time spent by teachers and supervisors in IEP related activities. Both school time and personal time were monetized based upon the hourly compensation (salary plus fringe benefits) of each teacher and each supervisor included in the sample. In other words, if a teacher spent an average of 3 hours of school time per student on IEP development at the average rate of $12.00 per hour, the average cost of each student's IEP would be $36.00. In interpreting the cost data, it is very important to recognize that, for the most part, the real cost of IEP development to the school system is shown in school time cost figures. In other words, while personal time cost was computed to provide a more comprehensive picture of teacher and supervisory costs, teachers are generally not reimbursed for the personal time they spend in IEP development activities.*

In addition to determining the time spent in IEP development and the teacher and supervisory costs incurred, this study also examined various other factors thought to be related to the school and personal time costs of IEP development. One factor was type of exceptionality. Because an objective of this study was to determine the average cost of writing an IEP for each of the various types of exceptional children educated in Intermediate Unit programs, the data presented allows for a comparison of time and cost reported for each exceptionality.

---

*After the data collection for this study had begun, teachers were given the option of using release time to write IEP's (time during which substitute teachers were hired to cover classes) or to be paid at the rate of $5.00 per hour (substitute teacher rate) for working after school hours under supervision. Some teachers in the sample were reimbursed for personal time spent writing IEP's after school hours. This cost was not included in the school time cost data. Therefore, the school time cost reported here may represent an underestimate of the real cost of teacher time for IEP development.

A second factor was teaching experience. The number of years of teaching experience for each teacher was documented, and the data was analyzed to determine whether or not the number of years of teaching experience had a systematic influence upon the amount of time spent in the development of an IEP.

A third factor was number of days of inservice training. As in the case of teaching experience, the number of days of IEP training for each teacher in the sample was documented, and the data was analyzed to determine if the amount of time the teacher spent developing IEP's varied with the amount of inservice training the teacher had received.

The fourth and fifth factors which were examined for possible systematic influence on the amount of time spent on IEP activities were type of service delivery model (i.e., self-contained classroom, resource room/part-time classroom, or itinerant services) and level of program (i.e., elementary or secondary).

In summary, the population for this study included 75 randomly selected teachers, the supervisors of those teachers, and 807 students representing a wide range of exceptional children. The data collection and analysis procedures were designed to provide information on the time and cost of IEP development. Both teachers and supervisors maintained logs of the school time and personal time which they spent on specific activities related to IEP development. School time and personal time were monetized based upon the hourly compensation of teachers and supervisors included in the sample. Additionally, the influence of contributing factors (i.e., type of exceptionality, teaching experience, inservice training, service delivery model, and level of program) to time and cost spent in IEP development were examined.

SUBJECTS

During the 1977-78 school year, the MCIU employed 249 teachers and 15 supervisors in 10 different departments. These teachers and supervisors provided special education services to 6592 exceptional students. Of these teachers, 85 were selected by means of a stratified random sample to collect data on the amount of time spent in IEP related activities for each of their students.* The sample of teachers was stratified by type of exceptionality, by school level (i.e., elementary, secondary) and by type of service delivery model (i.e., resource room, self-contained classroom, itinerant services). The size of the sample was large in order to guarantee representation within each category. Of the 85 teachers selected for the sample, 75 collected data throughout the entire data collection period. The attrition of the other 10 was a result of mid-year changes in personnel, demands placed upon teachers' time because of the pressure to implement IEP's, and an unwillingness on the part of a few teachers to participate. While the loss of approximately 13% of the sample is regrettable, it is the opinion of the project staff that the teachers who participated, adequately represented the special education staff of the Montgomery County Intermediate Unit.

The teacher participants served 807 students and collected data on the amount of time they spent in developing IEP's for these students.

The supervisors who participated in the study were not randomly selected; their participation was the result of having one or more of their teachers selected for the data collection effort. In other words, supervisors collected data on the amount of time spent aiding each of the randomly selected teachers in IEP implementation. Their time contribution was averaged across the teachers whom they assisted. In this way, it was possible to extend the time/cost analysis to include the contributions of both supervisors and teachers to the IEP development process.

*Speech clinicians were not included in the original sample as their caseloads were not finalized until the study was already underway. Subsequently, four speech clinicians were included.

Gifted teachers were not included in the sample as the writing of IEP's for gifted students was not mandated by the State of Pennsylvania until June, 1978.

RESEARCH SITE

The Montgomery County Intermediate Unit (MCIU) is a regional education agency serving 22 suburban and rural school districts located in Montgomery County, Pennsylvania.

Intermediate Units are the middle level of a tri-level school system in Pennsylvania consisting of the Pennsylvania Department of Education, Intermediate Units and local school districts. Among its many charges, the Intermediate Unit has been given responsibility, along with the local school districts, for educating exceptional children in the least restrictive environment in accordance with Pennsylvania State Standards for Special Education. Through classroom and itinerant programs in both regular education settings and in special schools for the handicapped, the Intermediate Unit provides a wide range of special education services to students who are physically, mentally, emotionally, and educationally handicapped as well as to students who are mentally gifted. During the 1977-78 school year, the Intermediate Unit provided special education to 6592 students in programs administered by 10 different departments.

All special education programs administered by Montgomery County Intermediate Unit, with the exception of the Gifted Program, participated in the data collection for the Partners in Education Cost Study. The names of these programs are listed below along with a definition of each exceptionality served by the program, according to the Pennsylvania Standards for Special Education:

LEARNING DISABILITIES PROGRAM (LD)

Definition of Exceptionality (Special Education Standards 9/30/77)

Learning Disabilities - A deficiency in the acquisition of basic learning skills, including but not limited to, the ability to reason, think, read, write, spell or to do mathematical calculations, as identified by an educational and psychological evaluation. Persons who have learning disorders which are primarily the result of visual, hearing or other handicaps or mental retardation or emotional factors or of environmental disadvantage are not learning disabled. The term learning disability does not exclude the possibility that a learning disabled person may also exhibit such condiditions as brain damage or minimal brain dysfunction. A person shall be assigned to a program for the learning disabled when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation clearly indicates that the person can demonstrate average or above average intellectual functioning on an appropriate intelligence measure. The evaluation shall include an assessment of specific academic strengths and weaknesses.

LEARNING AND ADJUSTMENT PROGRAM (L & A)

Definition of Exceptionality (Special Education Standards 9/30/77)

Socially and Emotionally Disturbed - A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree: an inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms, pains or fears associated with personal or school problems. A person shall be assigned to a program for the socially and emotionally disturbed when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation includes reports from a board-certified or approved psychiatrist. No person shall be assigned to a program for the socially and emotionally disturbed for disciplinary reasons alone. Socially and emotionally disturbed children shall be psychiatrically re-evaluated every two years.

Brain Damage - A moderate to severe injury to the brain, as identified by a neurological examination, resulting in severe behavior and learning disorders. Persons whose behavior and learning disorders are primarily the result of visual, hearing, or motor handicaps, mental retardation, emotional factors, or environmental disadvantage are not brain injured.

> Note: The Learning and Adjustment Program administers both the Detention Program and the program for multi-handicapped students at MCIU.

EDUCABLE MENTALLY RETARDED PROGRAM (EMR)

Definition of Exceptionality (Special Education Standards 9/30/77)

Mentally Retarded - Impaired mental development which adversely affects a person's educational performance. A mentally retarded person exhibits significantly impaired adaptive behavior in learning, maturation and/or social adjustment as a result of subaverage intellectual functioning. The degree of retardation and the level of social and academic functioning, not deviant behavior patterns, shall be the factors in determining the individualized program. A person shall be assigned to a program for the mentally retarded when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that no person shall be assigned to a program for the educable mentally retarded unless his or her IQ score is lower than 80.

TRAINABLE MENTALLY RETARDED PROGRAM (TMR)

Definition of Exceptionality (Special Education Standards 9/30/77)

Mentally Retarded - Impaired mental development which adversely affects a person's educational performance. A mentally retarded person exhibits significantly impaired adaptive behavior in learning, maturation and/or social adjustment as a result of subaverage intellectual functioning. The degree of retardation and the level of social and academic functioning, not deviant behavior patterns, shall be the factors in determining the individualized program. A person shall be assigned to a program for the mentally retarded when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that no person shall be assigned to a program for the trainable mentally retarded unless his or her IQ score is lower than 55.

SEVERELY AND PROFOUNDLY MENTALLY RETARDED PROGRAM (SMR/PMR)

Definition of Exceptionality (Special Education Standards 9/30/77)

Mentally Retarded - Impaired mental development which adversely affects a person's educational performance. A mentally retarded person exhibits significantly impaired adaptive behavior in learning, maturation and/or social adjustment as a result of subaverage intellectual functioning. The degree of retardation and the level of social and academic functioning, not deviant behavior patterns, shall be the factors in determining the individualized program. A person shall be assigned to a program for the mentally retarded when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that no person shall be assigned to a program for the severely and profoundly mentally retarded unless his or her adaptive behavior is so severely impaired that education programming is oriented to behaviors which may be considered absolutely basic to higher levels of skilled performance. Individuals with an IQ score lower than 30 may be considered for these programs and shall be evaluated by a physician prior to assignment.

PHYSICALLY HANDICAPPED PROGRAM (PH)

Definition of Exceptionality (Special Education Standards 9/30/77)

Physically Handicapped - Orthopedic and/or other health impairments of sufficient magnitude to limit a person's classroom accommodation and educational performance. A person shall be assigned to a program for the physically handicapped when the evaluation and Individualized Education Program indicate that such a program is appropriate, provided that the evaluation includes reports from a physician and a certified public school psychologist.

VISUALLY IMPAIRED PROGRAM (VI)

Definition of Exceptionality (Special Education Standards 9/30/77)

Visually Impaired - A visual impairment, which adversely affects a person's educational performance. A person shall be assigned to a program for the visually impaired when the evaluation and Individual Education Program indicate that such a program is appropriate, provided that the evaluation includes an examination by an eye specialist and a written report of the nature and degree of the visual impairment.

HEARING IMPAIRED PROGRAM (HI)

Definition of Exceptionality (Special Education Standards 9/30/77)

Hearing Impaired - A hearing loss ranging from mild (hard of hearing) to profound (deaf), which interferes with the development of the communication process and results in failure to achieve full educational potential. A person shall be assigned to a program for the hearing impaired when the evaluation and Individualized Education Program indicates that such a program is appropriate, provided that the evaluation includes a report by an audiologist and otologist.

SPEECH AND LANGUAGE IMPAIRED PROGRAM (SI)

Definition of Exceptionality (Special Education Standards 9/30/77)

Speech and Language Impaired - Communication disorders of impaired language, voice, fluency or articulation to such a degree that academic achievement is invariably affected and/or the condition is significantly handicapping to the affected person. A person shall be assigned to a program for the speech and language impaired when the screening by a speech clinician and the Individualized Education Program indicate that such a program is appropriate. Where appropriate, an evaluation by a certified public school psychologist or physician shall be performed.

Appendix C provides an overview of the types of exceptionalities served by Intermediate Unit programs and the numbers of students within each area of exceptionality.

DATA COLLECTION PROCEDURES

Both the teachers and the supervisors who participated in the IEP Cost Study were provided with data packets which included the following: (1) demographic information forms; (2) a list of IEP development activities and their definitions; (3) IEP activity logs on which the amount of time spent on each IEP activity was to be recorded; and (4) a set of written directions for using the IEP activity log. Each teacher was provided with a packet in which to file the activity logs, and a supply of stamped and addressed envelopes to be used for mailing a student's log to the project office at the completion of each IEP. By having each teacher participant mail each log to the project as it was completed, rather than at the conclusion of the data collection period, the project staff members were able to monitor the number of IEP's being completed by a given teacher. This also reduced the risk of losing or misplacing the logs. Since supervisors logged data on teacher participants from the time the teacher began working on the first IEP until the time the last IEP was completed, most supervisors did not return their logs until the conclusion of the data collection period. Because there were slight variations in the types of data collected by supervisors and teachers, and consequently, in the forms used to collect the data, the data packets used by supervisors and teachers will be discussed separately.

Teacher Data Packets (See Appendix A)

Demographic Information Form: The purpose of the demographic information form was: (1) to collect information that would assist Project PIE staff in maintaining close contact with the teacher participants; and (2) to provide data that was directly related to the research questions. Therefore, in addition to the usual questions such as name, name of school, etc., teachers were also asked to indicate number of years of teaching experience and the number of days of inservice training received in the writing of IEP's prior to the initiation of the PIE data collection.

IEP Development Activities List: The IEP development activity list provided, as its name suggests, a comprehensive list of IEP development activities, their definitions and a code number for each activity. Because knowledge of how the IEP activities were delineated is germane to understanding the data presented in the results section of this report, the activities and their definitions are provided below:

Telephone calls - includes those calls made for the purpose of setting up an IEP conference, seeking information or help in writing an IEP, answering parents' questions about IEP's.

IEP conferences - includes all face-to-face parent conferences related to the development of IEP's.

Other IEP conferences - includes face-to-face conferences with members of the professional and paraprofessional staff (e.g., principals, bus drivers, speech clinicians, physical education teachers, social workers, etc.).

Gathering data to write the IEP - includes time spent doing educational testing, diagnostic teaching, student observation, or other activities related to the collection of current information on the student's present level of functioning.

Writing the IEP document - includes all time actually spent recording IEP information on the IEP document.

Other IEP activities - other time-consuming activities which, in the teacher's opinion, are directly related to IEP development.

IEP Activity Log: Each teacher participant maintained an activity log for each student for whom an IEP was developed. On the log the teacher recorded the types of IEP activities in which he/she engaged in developing an IEP for a particular student, the dates of those activities, the time of the day during which the activities occurred, and the amount and type of time spent in each activity.

For the purposes of this study, time was defined as:

School time - the hours of the day during which the teacher is required to be in the school building.

Personal time - the hours of the day during which the teacher is not required to be in the school building.

The reason for breaking down time into these two categories was to determine the relative amounts of school time and personal time being spent by teachers in the various activities required to develop an IEP. The amount of school time spent represents a direct cost to the school system as this is time for which the teacher is paid a salary. The personal time spent by a teacher in IEP activities does not represent a cost to the school system since the teacher worked during this time without any reimbursement for services.

A logical extension of this question of school time versus personal time is an examination of when during the school day the IEP development activities took place (i.e., within what part of the school day did these activities occur?).

In order to determine which segment of the school day (school time) the teacher used to conduct the various activities related to IEP development, school time was broken down into a number of subdivisions. Each subdivision is listed and defined below:

- before or after school - the time when teachers are required to be in the school building prior to the arrival or after the dismissal of students
- during release time - time during which the classroom teacher is released from classroom duties specifically for IEP preparation
- during the teacher's lunch hour
- during recess
- during preparation time other than before or after school - includes free periods, early dismissals
- during pupils' instructional time.

Directions for Completing the IEP Activity Log: Each teacher participant received a set of detailed directions for completing the IEP activity log. The directions provided a step-by-step outline of the procedures to be used by the teacher in completing the IEP activity log. In addition, a member of the project staff met individually with all teacher participants prior to the data collection, and on two separate occasions during the data collection period, in order to ensure that the proper procedures were being followed in recording data in the IEP activity logs.

Supervisor Data Packets (See Appendix B)

Demographic Information Form: Since the members of the supervisory staff were housed in the same building as Project PIE staff, the only demographic information requested of supervisors was their names and the number of days of inservice training they had received in the writing of IEP's as of the initiation of the PIE data collection.

Types of IEP Development Activities List: The IEP development activities and definitions listed for the supervisor differ only slightly from those for the teacher. The differences can be attributed to the variations in the role and function of supervisor and teacher.

IEP Activity Log: The supervisor's IEP activity log provides space for indicating the date of the activity, the activity code number, and the amount and type of time spent in IEP activities. Unlike the teacher's IEP activity log, which includes personal time and school time (with school time being broken down into many subdivisions), the supervisor's log includes personal time and workday time with no further delineation of workday time. While a supervisor's day is structured, there is great variation in the structure from one supervisor to another, thus making an analysis of time spent on IEP activities within various segments of the workday, very difficult.

Directions for the Use of the IEP Activity Log: Supervisors, like teachers, received a detailed set of directions for completing the IEP activity log. These directions along with the entire supervisor data collection packet appear in Appendix B.

ANALYSIS OF TIME DATA FOR TEACHERS

The following Tables (1 - 14) present data relevant to the amount of time teachers spent in developing IEP's for the students included in this study. The analysis of time data reported in these tables is based upon the documentation of time spent in IEP development activities by 75 special education teachers from the Montgomery County Intermediate Unit. Each teacher recorded the amount of time spent on six types of IEP related activities for each student in his/her class. In addition to recording the type of activity and the amount of time-spent doing that activity, the teacher also reported whether the activity occurred during school time or personal time.

The data analysis presented here attempts to answer the following questions:

(1) What is the average amount of time teachers spend per student on IEP development?

(2) How does the average amount of school time compare to the average amount of personal time teachers spend per student on IEP development?

(3) What is the average amount of time teachers spend per student on IEP development within the various segments of the school day?

(4) What is the average amount of time teachers spend per student on each of the various IEP development activities?

(5) What is the average number of days which elapse between the initial IEP activity and the completion of the IEP document?

In addition to the broad questions which this study posed, there was also an attempt to examine various-factors which were thought to be related to the amount of time spent by teachers in developing IEP's. The following questions were addressed:

(1) Are there differences in the amount of time required to develop IEP's for each of the different types of exceptionality?

(2) Is there a relationship between the factors listed below and the amount of time expended in developing an IEP?

- number of years of teaching experience
- amount of inservice training a teacher received in IEP development
- level of the student (elementary vs. secondary)
- type of service delivery model (resource room/part-time vs. self-contained vs. itinerant)

Table 1 presents the average amount of school time, personal time, and total time spent per student in IEP development for each exceptionality and for the entire population. An examination of Table 1 reveals that for the entire population, school time accounted for approximately 68% of the time spent in the development of each student's IEP, and personal time accounted for approximately 32%. For the Learning Disabilities (LD), Learning and Adjustment (L&A), Educable Mentally Retarded (EMR), Trainable Mentally Retarded (TMR), Severely/Profoundly Retarded (SMR/PMR), and Physically Impaired (PH) programs, the proportion of school time and personal time spent in IEP development was similar to that for the entire population. For the Speech Impaired (SI) program, however, the percentage of school time accounted for approximately 97% of the total time spent. In the programs for the Hearing Impaired (HI), and the Visually Impaired (VI), more personal time was spent in IEP development than school time. For both the HI and VI programs, slightly more than 50% of the time spent in IEP development was personal time.

TABLE 1
Comparison of Average Personal Time, School Time, and Total Time in Minutes Spent Per Student on All IEP Activities by Exceptionality

Exceptionality	No. of Students	School Time (ST)	%of (TT)	Personal Time (PT)	%of (TT)	Total Time (ST + PT = TT)
LD	198	196	62%	121	38%	317
L & A	294	345	74	120	26	465
EMR	69	228	69	102	31	330
TMR	63	189	65	102	35	291
SMR/PMR	72	244	70	103	30	347
PH	42	273	74	97	26	370
VI	7	157	45	192	55	349
HI	25	456	43	610	57	1066
SI	37	114	97	4	3	118
ENTIRE POP.	807	265	68	125	32	390

All time data have been rounded off to the nearest whole minute.

All percentages have been rounded off to the nearest whole number.

Table 2 shows the average amount of school time spent by teachers per student on IEP development for each exceptionality and for the entire population. School time is broken down into the various segments in order to pinpoint exactly when teachers used time within the school day for IEP activities. The data indicate that for the sample of students included in this study, the greatest amount of school time was spent on Hearing Impaired (HI) students, 456 minutes per student. The least amount of school time spent per student on IEP activities was 114 minutes for Speech Impaired (SI) students. The majority of school time spent on IEP development came from two segments of the school day, release time and instructional time. For the purposes of this study, release time was defined as time during which the classroom teacher is released from classroom duties specifically for IEP preparation. Instructional time was defined as those times of the school day when the teacher usually instructs the students. The average amount of school time spent per student on IEP development for the entire population was 264 minutes. Release time accounted for 38% of the total time spent on IEP's; instructional time accounted for 47%. Other segments of the school day accounted for the remaining 15%.

Based on the time data provided here, the special education teacher with 12 students in the classroom would have spent a total of 3168 minutes (53 hours) of school time on IEP development. Of this total, 1212 minutes (20 hours) would have been release time, and 1476 minutes (24 hours) would have been instructional time.

TABLE 2

Average School Time in Minutes Spent per Student on All IEP Activities by Exceptionality

Exceptionality	No. of Students	Before or After School Time	%of TT	Release Time	%of TT	Lunch Hour Time	%of TT	Recess Time	%of TT	Preparation Time	%of TT	Instructional Time	%of TT	Total School Time
LD	198	16	8%	62	32%	4	2%	0	0%	7	4%	107	55%	196
L & A	294	22	6	148	43	5	1	1	< 1	11	3	158	46	345
EMR	69	24	11	62	27	7	3	0	0	4	2	131	57	228
TMR	63	26	14	83	44	11	6	4	2	8	4	57	30	189
SMR/PMR	72	39	16	121	50	5	2	0	0	6	2	73	30	244
PH	42	34	13	90	33	5	2	13	5	2	1	128	47	272
VI	7	29	18	56	36	1	< 1	0	0	0	0	71	45	157
HI	25	96	21	138	30	0	0	0	0	32	7	190	42	456
SI	37	16	14	6	5	2	2	0	0	8	7	82	72	114
ENTIRE POP.	807	25	9	101	38	5	2	1	< 1	9	3	123	47	264

All time data have been rounded off to the nearest whole minute.

All percentages have been rounded off to the nearest whole number.

Table 3 shows the average amount of personal time, school time, and total time spent for each student on selected IEP activities including telephone calls to parents, parent-teacher conferences, other IEP related conferences, gathering diagnostic data, and writing the IEP document. The averages presented in this table are based on data collected on the entire population of students included in the sample. The data show that the activity requiring the greatest amount of school time was the gathering of diagnostic data, approximately 133 minutes per student. The activity on which teachers spent the greatest amount of personal time was the writing of the IEP document, approximately 95 minutes per student. The activity requiring the greatest amount of total time was the writing of the IEP document, which averaged 95 minutes of personal time plus 53 minutes of school time for a total of 148 minutes per student. This was followed by the gathering of diagnostic data, which required a total of approximately 144 minutes per student. These two activities account for 76% of the total time expended in the development of an IEP.

TABLE 3

Average Personal Time, School Time and Total Time in Minutes Spent per Student on Selected IEP Activities

Selected IEP Activities	No. of Students	Personal Time (PT)	School Time (ST)	Total Time (TT) (PT + ST = TT)
Telephone Calls	802	3	7	10
Parent-Teacher Conferencing	804	5	18	23
Other Conferencing	807	1	21	22
Gathering Diagnostic Data	807	11	133	144
Writing IEP Document	803	95	53	148
Other Activities	804	9	30	39
TOTAL		124	262	386*

All time data have been rounded off to the nearest whole minute.

*These numbers differ from the Total Time for IEP Development figures reported in Table 1 as a result of rounding numbers to the nearest whole.

Table 4 indicates the average number of days which elapsed between the first activity a teacher undertook in developing a student's IEP and the final activity which completed the IEP. This information is presented for each exceptionality. The data indicate that for the entire population, an average of 32 days elapsed between the initial and final IEP activity. For the various exceptionalities, the number of days ranged from a low of 10 for the Speech Impaired Program (SI) to a high of 83 for the Hearing Impaired Program (HI).

TABLE 4

Average Number of Days per Student Between Initial IEP Activity and the Completion of IEP Document by Exceptionality

Exceptionality	No. of Students	Number of Days
LD	195	39
L & A	294	32
EMR	69	23
TMR	63	18
SMR/PMR	71	34
PH	42	25
VI	7	15
HI	22	83
Si	37	10
ENTIRE POPULATION	800	32

All time data have been rounded off to the nearest whole number.

Table 5 indicates the average amount of personal time, school time, and total time spent per student on IEP activities by teachers with varying degrees of experience, within each area of exceptionality and for the population as a whole. For the purposes of this study, years of experience were grouped into three categories--one or fewer years, two to five years, and six or more years.* The reason for grouping the data in this manner was to attempt to determine the relationship between years of experience and time spent developing the IEP.

An examination of the data for the entire population indicates that a teacher with 6 or more years experience spent approximately a third less time developing an IEP than a teacher with less than 6 years of experience. Teachers within all ranges of experience generally spent twice as much school time per IEP as personal time.

If the data are examined on a program by program basis, it appears that for the two programs having teachers with one or fewer years of experience, Learning Disabilities (LD) and Learning and Adjustment (L&A), there does not seem to be any clear relationship in terms of the total amount of time spent on IEP activities and years of teaching experience. For the LD students, the total amount of time spent by teachers with one or fewer years of experience versus teachers with 2 to 5 years of experience is almost the inverse of the amount of time spent by teachers for L & A students. For those programs having teachers within the categories of 2 to 5 years experience and 6 or more years of experience, Educable Mentally Retarded (EMR), Trainable Mentally Retarded (TMR), Severely/Profoundly Retarded (SMR/PMR), Hearing Impaired (HI), and Speech Impaired (SI), the teachers with 6 or more years of experience generally spent less school time, personal time and total time on IEP development than did the teachers with 2 to 5 years of experience.

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*Seven of the nine exceptionalities represented on the table do not show teachers with one or fewer years experience because these programs had no teachers who fit into this category.

TABLE 5

Average Time in Minutes Spent per Student on All IEP Activities by Years of Experience and Exceptionality

Exceptionality & Years Experience	No. of Students	Personal Time (PT)	School Time (ST)	Total Time (TT) (PT + ST = TT)
LD				
1 or fewer yrs.	31	150	322	472
2 - 5 yrs.	133	122	159	281
6 or more yrs.	34	92	221	313
L & A				
1 or fewer yrs.	13	90	152	242
2 - 5 yrs.	167	144	434	578
6 or more yrs.	114	88	236	324
EMR				
2 - 5 yrs.	58	101	242	343
6 or more yrs.	11	104	155	259
TMR				
2 - 5 yrs.	23	138	246	384
6 or more yrs.	40	81	156	237
SMR/PMR				
2 - 5 yrs.	64	101	252	353
6 or more yrs.	8	120	183	303
PH				
6 or more yrs.	42	97	273	370
VI				
2 - 5 yrs.	7	192	157	349
HI				
2 - 5 yrs.	20	666	545	1211
6 or more yrs.	5	388	97	485
SI				
2 - 5 yrs.	1	20	102	122
6 or more yrs.	36	3	114	117
ENTIRE POP.				
1 or fewer yrs.	44	132	272	404
2 - 5 yrs.	473	149	299	448
6 or more yrs.	290	85	206	291

All time data have been rounded off to the nearest whole minute.

Table 6 addresses the question of whether the average amount of time teachers spent per student on selected IEP activities varied according to the years of experience of the teacher. Years of teacher experience is categorized as follows: 1 or fewer years, 2 to 5 years, 6 or more years. The data indicate that teachers with 1 or fewer years experience spent more time gathering diagnostic data than they spent in any other IEP activity. Teachers with 2 to 5 years of experience spent more time than teachers with 1 or fewer years of experience and more time than teachers with 6 or more years of experience on the following activities: making telephone calls, parent-teacher conferencing, writing the IEP document, and other activities. Teachers with 6 or more years experience spent more time writing the IEP document than teachers with 1 or fewer years of experience.

TABLE 6

Average Time in Minutes Spent per Student on Selected IEP Activities by Years of Experience

IEP Activity	No. of Students	1 or Fewer	No. of Students	2 - 5 Years	No. of Students	6 or more Years
Telephone Calls	44	6	469	15	289	8
Parent-Teacher Conferencing	44	18	470	33	290	26
Other Conferencing	44	24	473	25	290	10
Gathering Diagnostic Data	44	177	473	125	290	79
Writing IEP Document	44	115	469	188	290	142
Other Activities	44	6	470	69	290	30

All time data have been rounded off to the nearest whole minute.

In Table 7, the average number of days per student between the initial IEP activity and the completion of the IEP document is examined in terms of the number of years of experience of the teacher and the exceptionality of the student for whom the IEP was developed. Years of experience is broken down into three categories: 1 or fewer years, 2-5 years, 6 or more years.

For the population as a whole, the data indicate that the more experience the teacher had, the fewer the number of days which elapsed between the initial IEP activity and the completion of the IEP document.

An examination of the data within the various areas of exceptionality reveals no consistent relationship between the years of experience of the teacher and the number of days which elapsed between the initial IEP activity and the completion of the IEP document.

TABLE 7

Average Number of Days per Student Between Initial IEP Activity and Completion of the IEP Document by Years of Experience and Exceptionality

Exceptionality and Years of Experience	No. of Students	No. of Days
LD		
1 or fewer	31	61
2 - 5 yrs.	130	38
6 or more yrs.	34	20
L & A		
1 or fewer	13	8
2 - 5 yrs.	167	41
6 or more yrs.	114	21
EMR		
2 - 5 yrs.	58	21
6 or more yrs.	11	37
TMR		
2 - 5 yrs.	23	16
6 or more yrs.	40	19
SMR/PMR		
2 - 5 yrs.	63	28
6 or more yrs.	8	81
PH		
6 or more yrs.	42	25
VI		
2 - 5 yrs.	7	15
HI		
2 - 5 yrs.	17	90
6 or more yrs.	5	60
SI		
2 - 5 yrs.	1	24
6 or more yrs.	36	10
ENTIRE POP.		
1 or fewer	44	45
2 - 5 yrs.	466	36
6 or more yrs.	290	23

All time data have been rounded off to the nearest whole number.

Table 8 indicates the average amount of personal time, school time, and total time spent per student on IEP activities by teachers within each area of exceptionality who received different amounts of IEP inservice training. Inservice training was categorized as no training, 1-3 days training, and 4 or more days training.*

The data for the entire population show that the average total time spent per student on IEP development by untrained teachers exceeded the average total time spent by trained teachers. Teachers with 1 to 3 days training spent one third less time developing IEP's than teachers with no training; teachers with 4 or more days training spent half as much time developing IEP's as untrained teachers. All teachers spent more school time developing IEP's than personal time; however, teachers with no training spent more than three times as much school time than personal time while trained teachers spent approximately twice as much school time as personal time.

An examination of the data by exceptionality shows that there were only three programs which had teachers who received no training, Learning Disabilities (LD), Learning and Adjustment (L&A) and Educable Mentally Retarded (EMR). The lack of training seems to have had little impact on the amount of total time teachers spent developing IEP's for LD students. In fact, less time was spent per student by untrained teachers than by trained teachers. In contrast to the untrained LD teachers, untrained L & A and EMR teachers spent significantly greater amounts of total time in IEP development than did their trained counterparts. Untrained L & A teachers spent more than twice as much time per student than trained L & A teachers, and untrained EMR teachers spent almost twice as much time per student than trained EMR teachers.

With the exception of severely/profoundly retarded (SMR/PMR) students and physically handicapped (PH) students, the average school time, personal time, and total time spent on IEP development per student was less for students of teachers who received 4 or more days of inservice training than it was for the students of teachers who had received less than 4 days of training.

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*The inservice training reported here refers to the amount of training the teacher received prior to the initiation of data collection for the Partners in Education IEP Cost Study. Most teachers were trained prior to this time; however, a few were not as a result of being absent from work on inservice days, changes in personnel, and so on. These teachers were trained later in the school year.

TABLE 8

Average Time in Minutes Spent per Student on All IEP Activities by Number of Days of In-service Training and Exceptionality

Exceptionality and Days of In-service Training	No. of Students	Personal Time (PT)	School Time (ST)	Total Time (TT) (PT + ST = TT)
LD				
No training	47	118	183	301
1 - 3 days	129	124	205	329
4 or more days	22	110	165	275
L & A				
No training	93	188	620	808
1 - 3 days	85	104	240	344
4 or more days	103	76	217	293
EMR				
No training	53	111	262	373
1 - 3 days	16	70	118	188
TMR				
1 - 3 days	43	113	208	321
4 or more days	20	78	148	226
SMR/PMR				
1 - 3 days	64	107	237	344
4 or more days	8	74	300	374
PH				
1 - 3 days	10	96	226	322
4 or more days	32	98	288	386
VI				
4 or more days	7	192	157	349
HI				
1 - 3 days	20	666	545	1211
4 or more days	5	388	97	485
SI				
1 - 3 days	15	9	117	126
4 or more days	22	0	112	112
ENTIRE POP.				
No training	193	176	415	531
1 - 3 days	382	136	230	366
4 or more days	219	86	204	290

All time data have been rounded off to the nearest whole minute.

Table 9 shows how the average time spent per student on selected IEP activities varies according to the amount of inservice training the teacher received in IEP development.

The data indicate that untrained teachers spent approximately the same amount of time as trained teachers making telephone calls, and conferencing with parents. Untrained teachers spent much more time than trained teachers in other IEP conferencing and gathering diagnostic data. Trained teachers spent more time than untrained teachers writing the IEP document.

TABLE 9

Average Time in Minutes Spent per Student on Selected IEP Activities by Number of Days of In-service Training

IEP Activity	No. of Students	No Training	No. of Students	1-3 Days	No. of Students	4 or more Days
Telephone Calls	193	10	378	11	218	10
Parent-Teacher Conferencing	193	27	380	29	218	30
Other Conferencing	193	49	382	9	219	12
Gathering Diagnostic Data	193	218	382	107	219	76
Writing the IEP Document	192	145	379	172	219	160
Other Activities	193	40	381	69	217	22

All time data have been rounded off to the nearest whole minute.

In Table 10, the average number of days which elapsed between the initial IEP activity and the completion of the IEP document is examined in terms of the number of days of inservice training the teacher received in IEP development and the exceptionality of the student for whom the IEP was developed. Inservice training is broken down into three categories: no training, 1-3 days training, and 4 or more days training.

An examination of the data for the entire population and for the various areas of exceptionality reveals no apparent trend as a result of varying degrees of inservice training in IEP development.

TABLE 10

Average Number of Days per Student Between the Initial IEP Activity and Completion of the IEP Document by Number of Days of In-service Training and Exceptionality

Exceptionality and Days of In-service Training	No. of Students	No. of Days
LD		
No training	44	37
1 - 3 days	129	43
4 or more days	22	16
L & A		
No training	93	26
1 - 3 days	85	34
4 or more	103	39
EMR		
No training	53	25
1 - 3 days	16	17
TMR		
1 - 3 days	43	17
4 or more days	20	19
SMR/PMR		
1 - 3 days	64	35
4 or more days	7	32
PH		
1 - 3 days	10	29
4 or more days	32	23
VI		
4 or more days	7	15
HI		
1 - 3 days	17	90
4 or more days	5	60
SI		
1 - 3 days	15	11
4 or more days	22	10
ENTIRE POP.		
No training	190	28
1 - 3 days	379	36
4 or more days	218	29

All time data have been rounded off to the nearest whole number.

Table 11 compares the average amount of personal time, school time, and total time spent in IEP activities for elementary level and secondary level students within each area of exceptionality. An examination of the data for the entire population and within each area of exceptionality reveals no apparent trend, thus indicating that for the students included in this sample, the level of the student had no apparent influence on the amount of time spent on IEP development.

TABLE 11

Average Time in Minutes Spent per Student on All IEP Activities by School Level and Exceptionality

Exceptionality & School Level	No. of Students	Personal Time (PT)	School Time (ST)	Total Time (TT) (ST + PT = TT)
LD				
Elementary	91	95	211	306
Secondary	107	143	183	326
L & A				
Elementary	136	138	369	507
Secondary	158	104	324	428
EMR				
Elementary	24	125	187	312
Secondary	45	90	250	340
TMR				
Elementary	17	111	144	255
Secondary	39	105	216	321
SMR/PMR				
Elementary	27	66	284	350
Secondary	45	125	220	345
PH				
Elementary	22	107	228	335
Secondary	20	86	323	409
VI				
Secondary	7	192	157	349
HI				
Elementary	15	477	292	769
Secondary	10	810	701	1511
SI				
Elementary	29	4	104	108
Secondary	8	3	153	156
ENTIRE POP.				
Elementary	361	120	267	387
Secondary	439	129	265	394

All time data have been rounded off to the nearest whole minute.

In Table 12, the average number of days which elapsed between the initial IEP activity and completion of the IEP document is examined in terms of the school level of the student (i.e., elementary, secondary) and the exceptionality of the student for whom the IEP was developed.

An examination of the data for the entire population and within the various areas of exceptionality shows no apparent trend as a result of different school levels.

TABLE 12

Average Number of Days per Student Between Initial IEP Activity and Completion of the IEP Document by School Level and Exceptionality

Exceptionality & School Level	No. of Students	No. of Days
LD		
Elementary	88	29
Secondary	107	46
L & A		
Elementary	136	36
Secondary	158	28
EMR		
Elementary	24	32
Secondary	45	19
TMR		
Elementary	17	15
Secondary	39	19
SMR/PMR		
Elementary	26	33
Secondary	45	35
PH		
Elementary	22	25
Secondary	20	25
VI		
Secondary	7	15
HI		
Elementary	15	99
Secondary	7	49
SI		
Elementary	29	10
Secondary	8	13
ENTIRE POP.		
Elementary	357	33
Secondary	436	31

All time data have been rounded off to the nearest whole number.

Table 13 compares the average amount of personal time, school time, and total time spent on IEP related activities for resource room/part-time programs, self-contained classroom programs, and itinerant programs, by exceptionality. Because many programs within the Intermediate Unit are restricted to self-contained classroom programs, a comparison of various service delivery models within each area of exceptionality was only possible for learning disabilities (LD) students and learning and adjustment (L&A) students. For both exceptionalities, more school time was spent developing IEP's for resource room students than for the self-contained classroom students. It is also interesting to note that more personal time was spent developing IEP's for self-contained classroom students than for resource room students. It appears that resource room teachers had more time within the school day to devote to such activities while self-contained classroom teachers had to use more of their personal time to develop IEP's.

TABLE 13

Average Time in Minutes Spent per Student on All IEP Activities by Service Delivery Model and Exceptionality

Exceptionality and Service Delivery Model	No. of Students	Personal Time (PT)	School Time (ST)	Total Time (TT) (PT + ST = TT)
LD				
Part-time Resource	84	75	230	305
Self-contained	114	155	170	325
L & A				
Part-time Resource	149	88	379	467
Self-contained	145	152	310	462
EMR				
Self-contained	69	102	228	330
TMR				
Self-contained	63	102	189	291
SMR/PMR				
Self-contained	72	103	244	347
PH				
Self-contained	42	97	273	370
VI				
Self-contained	7	192	157	349
HI				
Self-contained	25	610	456	1066
SI				
Itinerant	37	4	114	118

All time data have been rounded off to the nearest whole minute.

In Table 14, the average number of days which elapsed between the initial IEP activity and the completion of the IEP document is examined in terms of the type of program (i.e., self-contained/part-time classroom, resource room, itinerant) and the exceptionality of the student. The data for the two exceptionalities which allow for a comparison across program types, Learning Disabilities (LD) and Learning and Adjustment (L&A), indicate no apparent trend as a result of differing types of programs.

TABLE 14

Average Number of Days per Student Between Initial IEP Activity and Completion of the IEP Document by Service Delivery Model and Exceptionality

Exceptionality and Service Delivery Model	No. of Students	No. of Days
LD		
Part-time Resource	81	46
Self-contained	114	33
L & A		
Part-time Resource	149	22
Self-contained	145	42
EMR		
Self-contained	69	23
TMR		
Self-contained	63	18
SMR/PMR		
Self-contained	71	34
PH		
Self-contained	42	25
VI		
Self-contained	7	15
HI		
Self-contained	22	83
SI		
Itinerant	37	10

All time data have been rounded off to the nearest whole number.

ANALYSIS OF COST DATA FOR TEACHERS

The following tables (15 - 3 [illegible] data relevant to teacher cost incurred in developing IEP's for the students included in this study. The determination of teacher cost was based upon the analysis of school time and personal time spent by teachers in IEP related activities. Both school time and personal time were monetized based upon the hourly rate of compensation (salary plus fringe benefits) of each of the individual teachers.

The data analysis presented here focuses upon the following questions:

(1) What is the average cost per student of IEP development?

(2) How does the school time cost of IEP development compare to personal time cost?

(3) Within the various segments of the school day, how do the following costs compare?
  - before and after school cost
  - release time cost
  - lunch hour time cost
  - recess time cost
  - preparation time cost
  - instructional time cost

(4) What is the average per student cost of each of the various types of IEP development activities and how do these costs compare?

In addition to these questions, there was also an attempt to examine various factors which were thought to be related to the school and personal time costs incurred in IEP development. The following questions were addressed:

(1) Does the cost of an IEP differ from one exceptionality to another?

(2) Is there a relationship between the cost of an IEP and each of the factors listed below:
  - number of years of teaching experience
  - amount of inservice training a teacher receives in IEP development
  - level of the student (elementary vs. secondary)
  - type of service delivery model (resource room/part-time vs. self-contained vs. itinerant)

In interpreting the cost data it is important to keep in mind the following points:

(1) Generally speaking, school time cost represents the real teacher cost of IEP development to the school system. Personal time cost was computed in order to provide a more complete picture of teacher cost. (Some teachers in the sample were reimbursed for personal time spent writing IEP's after school hours. This cost reimbursement was not included in the school time cost data. Therefore, the school time cost reported here may represent an underestimate of the real cost of teacher time for IEP development).

(2) The cost data presented here was influenced by the amount of experience of the teachers included in the sample (i.e., teachers with more experience received a higher rate of compensation).

(3) Teacher cost represents a part of the total cost of IEP development. There are additional administrative and clerical costs which also contribute to the cost of an IEP. These costs were not taken into account in this study.

Table 15 presents the average total time cost of IEP development per student for each area of exceptionality. Total cost is broken down into school time cost and personal time cost. The average per student total time cost of IEP development was $66.81. The per student total cost figures ranged from a low of $25.35 for Speech Impaired (SI) students to a high of $193.62 for hearing impaired (HI) students; however, all other exceptionalities varied within the range of $48.59 to $85.98. School time cost outweighed personal time cost for all exceptionalities except for the Visually Impaired (VI) and Hearing Impaired (HI) programs. In the Learning and Adjustment (L&A), Educable Mentally Retarded (EMR), and Severely/Profoundly Retarded (SMR/PMR) programs, school time cost was approximately twice as much as personal time cost. For students in the Physically Handicapped (PH) program, school time cost was approximately three times greater than personal time cost. For the Speech Impaired (SI) program, school time cost was 38 times greater than the personal time cost.

TABLE 15

Comparison of Average School Time Cost, Personal Time Cost and Total Time Cost in Dollars Per Student for All IEP Activities by Exceptionality

Exceptionality	No. of Students	School Time Cost (STC)	Personal Time Cost (PTC)	Total Time Cost (TTC) (STC + PTC = TTC)
LD	198	$31.33	$19.08	$50.41
L & A	294	58.51	20.30	78.81
EMR	69	33.48	15.11	48.59
TMR	63	36.45	20.22	56.67
SMR/PMR	72	39.79	16.96	56.75
PH	42	63.38	22.60	85.98
VI	7	23.46	28.64	52.10
HI	25	81.09	112.53	193.62
SI	37	24.67	.68	25.35
ENTIRE POP.	807	45.41	21.40	66.81

All cost data have been rounded off to the nearest cent.

Table 16 presents the average cost of school time spent per student on IEP activities, for the entire population and for each area of exceptionality included in the sample. The average total school time cost figures are broken down by the cost of time spent on IEP activities within the various segments of the school day.

The data show that the average school time cost per student for the entire population was $45.41. When each exceptionality is examined separately, it can be seen that the average cost of writing an IEP varied from $24.67 to $81.09. The average per student cost was highest for the Hearing Impaired (HI) program, the Physically Handicapped (PH) program, and for the Learning and Adjustment (L&A) program. The lowest per student cost was for the Visually Impaired (VI) and the Speech Impaired (SI). Within the various segments of the school day, instructional time and release time cost were greatest. The average per student instructional time cost for the entire population was $20.86; the average per student release time cost was $17.42.

TABLE 16

Average School Time Cost in Dollars per Student
for all IEP Activities by Exceptionality

Exceptionality	No. of Students	Before or After School Cost	Release Time Cost	Lunch Hour Time Cost	Recess Time Cost	Preparation Time Cost	Instructional Time Cost	Total School Time Cost
LD	198	$ 2.61	$ 9.84	$ .55	$ .09	$1.21	$17.03	$31.33
L & A	294	3.77	25.40	.89	.16	1.90	26.40	58.52
EMR	69	3.56	9.10	1.01	.02	.62	19.17	33.48
TMR	63	4.99	15.73	1.85	.70	1.52	11.66	36.45
SMR/PMR	72	6.41	19.38	.81	.06	1.00	12.14	39.80
PH	42	8.23	21.01	1.28	3.17	.44	29.24	63.37
VI	7	4.27	8.32	.21	0	0	10.66	23.46
HI	25	17.77	25.61	.06	0	4.99	32.66	81.09
SI	37	3.48	1.28	.53	0	1.75	17.62	24.66
ENTIRE POP.	807	4.46	17.42	.86	.31	1.51	20.86	45.42

All cost data have been rounded off to the nearest cent.

Table 17 presents the average total time cost per student for each of 6 IEP development activities, for the entire population of students included in this study. Average total time cost is broken down into personal time cost and school time cost.

The data indicate that the two most costly IEP activities were gathering diagnostic data and writing the IEP document. These two activities accounted for approximately 76% of the total cost of IEP development.

As expected, the school time cost of gathering diagnostic data exceeded the personal time cost. The personal time cost of writing the IEP document was nearly twice the school time cost.

With the exception of writing the IEP document, school time cost exceeded personal time cost for all activities.

TABLE 17

Average Personal Time Cost, School Time Cost and Total Time Cost Per Student for Selected IEP Activities

Selected IEP Activities	No. of Students	Personal Time Cost (PTC)	School Time Cost (STC)	Total Time Cost (TTC) (PTC+STC=TTC)
Telephone Calls	802	$ .47	$ 1.13	$ 1.60
Parent-Teacher Conferencing	804	.80	3.10	3.90
Other Conferencing	807	.16	3.51	3.67
Gathering Diagnostic Data	807	1.83	22.70	24.53
Writing IEP Document	803	16.17	9.28	25.45
Other Activities	804	1.71	5.19	6.90
TOTAL		21.14	44.91	66.05*

All cost data have been rounded off to the nearest cent.

*This number differs from the Total Cost for IEP Development reported in Table 15 as a result of rounding numbers to the nearest whole.

Tables 18 - 26 present a breakdown of the average time and cost data for selected IEP activities for each exceptionality. An examination of these tables indicates that the two IEP activities which were most costly for all areas of exceptionality were the writing of the IEP document and the gathering of diagnostic data.

TABLE 18

Average Time in Minutes and Average Cost in Dollars Per Student for Selected IEP Activities for the LD Program

Activity	No. of Students	School Time	Personal Time	Total Time	School Time Cost	Personal Time Cost	Total Time Cost
Telephone Calls	193	11	4	15	$ 1.89	$ .71	$ 2.60
Parent Conferencing	196	23	4	27	3.79	.64	4.43
Other Conferencing	198	2	1	3	.35	.11	.46
Gathering Diagnostic Data	198	97	12	109	15.33	1.89	17.22
Writing IEP Document	196	47	96	143	7.85	15.10	22.95
Other Activities	197	13	3	16	1.93	.45	2.38

All time data have been rounded off to the nearest whole minute.

All cost data have been rounded off to the nearest cent.

TABLE 19

Average Time in Minutes and Average Cost in Dollars
Per Student for Selected IEP Activities
for the L & A Program

Activity	No. of Students	School Time	Personal Time	Total Time	School Time Cost	Personal Time Cost	Total Time Cost
Telephone Calls	294	3	0	3	$ .47	$ .06	$ .53
Parent Conferencing	293	16	3	19	2.76	.48	3.24
Other Conferencing	294	37	1	38	6.37	.15	6.52
Gathering Diagnostic Data	294	209	10	219	35.20	1.75	36.95
Writing IEP Document	294	41	98	139	7.01	16.49	23.50
Other Activities	294	33	5	38	5.58	.98	6.56

All time data have been rounded off to the nearest whole minute.
All cost data have been rounded off to the nearest cent.

TABLE 24

Average Time in Minutes and Average Cost in Dollars Per Student for Selected IEP Activities for the VI Program

Activity	No. of Students	School Time	Personal Time	Total Time	School Time Cost	Personal Time Cost	Total Time Cost
Telephone Calls	7	17	3	20	$ 2.56	$ .43	$ 2.99
Parent Conferencing	7	31	31	62	4.69	4.59	9.28
Other Conferencing	7	6	6	12	.96	.96	1.92
Gathering Diagnostic Data	7	56	2	58	8.43	.32	8.75
Writing IEP Document	7	35	148	183	5.23	22.03	27.26
Other Activities	5	9	3	12	1.34	.45	1.79

All time data have been rounded off to the nearest whole minute.

All cost data have been rounded off to the nearest cent.

TABLE 25

Average Time in Minutes and Average Cost in Dollars
Per Student for Selected IEP Activities
for the HI Program

Activity	No. of Students	School Time	Personal Time	Total Time	School Time Cost	Personal Time Cost	Total Time Cost
Telephone Calls	25	3	17	20	$ .42	$ 2.75	$ 3.17
Parent Conferencing	25	34	49	83	6.50	8.59	15.09
Other Conferencing	25	18	5	23	3.15	1.12	4.27
Gathering Diagnostic Data	25	179	11	190	30.91	2.39	33.30
Writing IEP Document	25	37	487	524	6.48	90.71	97.19
Other Activities	25	184	41	225	33.52	6.97	40.49

All time data have been rounded off to the nearest whole minute.

All cost data have been rounded off to the nearest cent.

TABLE 26

Average Time in Minutes and Average Cost in Dollars Per Student for Selected IEP Activities for the SI Program

Activity	No. of Students	School Time	Personal Time	Total Time	School Time Cost	Personal Time Cost	Total Time Cost
Telephone Calls	37	4	0	4	$ .82	$ 0	$ .82
Parent Conferencing	37	4	1	5	.85	.11	.96
Other Conferencing	37	3	0	3	.50	0	.50
Gathering Diagnostic Data	37	55	0	55	12.12	0	12.12
Writing IEP Document	37	42	2	44	9.20	.49	9.69
Other Activities	37	6	1	7	1.19	.08	1.27

All time data have been rounded off to the nearest whole minute.

All cost data have been rounded off to the nearest cent.

In Table 27, the average total per student cost of developing an IEP is examined in terms of the years of experience of the teacher and the exceptionality taught by the teacher. Average total cost is broken down into personal time cost and school time cost.

The data for the entire population indicate that the average total cost was least for teachers with 1 or fewer years of experience and greatest for teachers with 2 to 5 years of experience. School time cost was approximately twice the amount of personal time cost within all ranges of experience.

An examination of the data by exceptionality shows that school time cost was generally greater than personal time cost for teachers within all ranges of experience. The two exceptions to this finding occurred in the Visually Impaired (VI) and Hearing Impaired (HI) programs. The data for the two programs having teachers with 1 or fewer years of experience, Learning and Adjustment (L&A) and Learning Disabilities (LD) do not indicate any clear relationship between the average total cost of time spent and years of teaching experience. In fact, for LD students, the total cost of time spent by teachers with 1 or fewer years of experience versus teachers with 2 to 5 years of experience is almost the inverse of the average total cost of time spent by teachers of L & A students.

TABLE 27

Average Cost in Dollars per Student for All IEP Activities by Years of Experience and Exceptionality

Exceptionality & Years Experience	No. of Students	Personal Time Cost (PTC)	School Time Cost (STC)	Total Time (TTC) Cost (PTC + STC = TTC)
LD				
1 or fewer yrs.	31	$ 19.92	$42.86	$ 62.78
2 - 5 yrs.	133	18.91	24.62	43.53
6 or more yrs.	34	18.95	47.04	65.99
L & A				
1 or fewer yrs.	13	11.95	20.22	32.17
2 - 5 yrs.	167	23.37	71.11	94.48
6 or more yrs.	114	16.75	44.43	61.18
EMR				
2 - 5 yrs.	58	14.30	34.34	48.64
6 or more yrs.	11	19.42	28.94	48.36
TMR				
2 - 5 yrs.	23	22.27	39.25	61.52
6 or more yrs.	40	19.05	34.84	53.89
SMR/PMR				
2 - 5 yrs.	64	16.00	40.09	56.09
6 or more yrs.	8	24.58	37.38	61.96
PH				
6 or more yrs.	42	22.60	63.37	85.97
VI				
2 - 5 yrs.	7	28.64	23.46	52.10
HI				
2 - 5 yrs.	20	115.68	95.12	210.80
6 or more yrs.	5	99.94	24.99	124.93
SI				
2 - 5 yrs.	1	3.08	15.73	18.81
6 or more yrs.	36	.61	24.91	25.52
ENTIRE POP.				
1 or fewer yrs.	44	17.57	36.17	53.74
2 - 5 yrs.	473	23.89	47.98	71.87
6 or more yrs.	290	17.92	42.62	60.54

All cost data have been rounded off to the nearest cent.

Table 28 indicates how the average cost of time spent per student on selected IEP activities varies according to the years of experience of the teacher. Years of experience is broken down into three categories: 1 or fewer years, 2 to 5 years, and 6 or more years.

The data show that the most expensive activity for the teacher with 1 or fewer years of experience was the gathering of diagnostic data. For teachers with 2 to 5 years or 6 or more years of experience, the most expensive activity was writing the IEP document.

TABLE 28

Average Cost in Dollars per Student for Selected IEP Activities by Years of Experience

IEP Activity	No. of Students	1 or Fewer	No. of Students	2 - 5 Years	No. of Students	6 or more Years
Telephone Calls	44	$ .74	469	$ 2.37	289	$ 1.71
Parent-Teacher Conferencing	44	2.44	470	5.09	290	5.81
Other Conferencing	44	3.23	473	3.25	290	2.90
Gathering Diagnostic Data	44	23.42	473	19.79	290	16.85
Writing the IEP Document	44	15.32	469	30.54	290	31.80
Other Activities	44	.79	470	11.71	290	6.24

All cost data have been rounded off to the nearest cent.

In Table 29, the average cost of IEP development per student is examined in terms of the amount of inservice training the teacher received. Cost is broken down into personal time, cost, school time cost, and total time cost. Inservice training is categorized as: no training, 1 to 3 days training, and 4 or more days training. The data are presented by exceptionality and for the population as a whole.

The data for the entire population indicate that the average total per student cost of IEP development was greatest for teachers who had received no inservice training. The cost of IEP development for a student whose teacher was trained was approximately one-third less than the cost of an IEP for a student whose teacher was untrained. Average school time cost exceeded personal time cost for all teachers regardless of the degree of inservice training received.

An examination of the data by exceptionality shows that there were teachers in three programs who received no training, Learning Disabilities (LD), Learning and Adjustment (L&A), and Educable Mentally Retarded (EMR). The lack of training appears to have had little impact on the cost of IEP development for LD students. In fact, the cost of an IEP for an LD student whose teacher was untrained was less than the cost of an IEP for an LD student whose teacher was trained. On the other hand, the cost of an IEP for an L & A student whose teacher was untrained was nearly three times the cost of an IEP for a student whose teacher was trained. For the EMR student whose teacher was untrained, the cost of IEP development was slightly more than double the cost of an IEP completed by a trained teacher.

TABLE 29

Average Cost in Dollars per Student for All IEP Activities by Number of Days of In-service Training and Exceptionality

Exceptionality and Days of In-service Training	No. of Students	Personal Time Cost (PTC)	School Time Cost (STC)	Total Time Cost (TTC) (PTC+STC=TTC)
LD				
No training	47	$ 17.63	$ 28.32	$ 45.95
1 - 3 days	129	19.52	32.72	52.24
4 or more days	22	19.54	29.60	49.14
L & A				
No training	93	32.67	105.35	138.02
1 - 3 days	85	16.17	37.38	53.55
4 or more days	103	13.02	38.79	51.81
EMR				
No training	53	16.74	38.67	55.41
1 - 3 days	16	9.72	16.28	26.00
TMR				
1 - 3 days	43	20.44	39.19	59.63
4 or more days	20	19.77	30.56	50.33
SMR/PMR				
1 - 3 days	64	17.36	37.83	55.19
4 or more days	8	13.74	55.47	69.21
PH				
1 - 3 days	10	21.10	49.82	70.92
4 or more days	32	23.07	67.61	90.68
VI				
4 or more days	7	28.64	23.46	52.10
HI				
1 - 3 days	20	115.68	95.12	210.80
4 or more days	5	99.94	24.99	124.93
SI				
1 - 3 days	15	1.68	22.79	24.47
4 or more days	22	0	25.95	25.95
ENTIRE POP.				
No training	193	24.63	68.28	92.91
1 - 3 days	382	22.48	37.86	60.34
4 or more days	219	16.96	39.84	56.80

All cost data have been rounded off to the nearest cent.

Table 30 shows how the average cost per student for selected IEP activities varies according to the amount of inservice training the teacher received in IEP development.

The data indicate that for trained and untrained teachers, the two most costly activities were gathering diagnostic data and writing the IEP document. The cost of other IEP conferencing was greatest for students of untrained teachers. Perhaps they required more conferences with supervisors when developing IEP's.

TABLE 30
Average Cost in Dollars per Student for Selected IEP Activities by Number of Days of In-service Training

IEP Activity	No. of Students	No Training	No. of Students	1 - 3 Days	No. of Students	4 or more Days
Telephone Calls	193	$ 1.55	378	$ 1.80	218	$ 1.98
Parent-Teacher Conferencing	193	4.23	380	4.89	218	6.07
Other Conferencing	193	7.92	382	1.50	219	2.55
Gathering Diagnostic Data	193	35.22	382	18.20	219	15.73
Writing the IEP Document	192	23.32	379	29.73	219	33.24
Other Activities	193	6.71	381	12.67	217	4.15

All cost data have been rounded off to the nearest cent.

Table 31 addresses the question of whether the average per student cost of IEP development is influenced by the level of the student (i.e., elementary level versus secondary level). The data are presented for the population as a whole and within each area of exceptionality. Cost is broken down into personal time cost, school time cost and total time cost. While the total time cost of IEP development is greater at the elementary level for the population as a whole, an examination of the data within exceptionalities reveals no apparent trend in total time cost as a result of the level at which the program is delivered. Likewise no trend is apparent in terms of personal time cost and school time cost.

TABLE 31

Average Cost in Dollars per Student for All IEP Activities by School Level and Exceptionality

Exceptionality & School Level	No. of Students	Personal Time Cost (PTC)	School Time Cost (STC)	Total Time Cost (TTC) (PTC+STC=TTC)
LD				
Elementary	91	$ 16.84	$ 37.67	$ 54.51
Secondary	107	20.98	25.93	46.91
L & A				
Elementary	136	24.41	64.07	88.48
Secondary	158	16.76	53.73	70.49
EMR				
Elementary	24	19.52	29.26	48.78
Secondary	45	12.76	35.73	48.49
TMR				
Elementary	17	26.32	27.61	53.93
Secondary	39	19.57	42.79	62.36
SMR/PMR				
Elementary	27	11.71	47.07	58.78
Secondary	45	20.11	35.43	55.54
PH				
Elementary	22	25.80	55.79	81.59
Secondary	20	19.09	71.72	90.81
VI				
Secondary	7	28.64	23.46	52.10
HI				
Elementary	15	88.65	49.61	138.26
Secondary	10	148.36	128.32	276.68
SI				
Elementary	29	.73	23.22	23.95
Secondary	8	.49	29.92	30.41
ENTIRE POP.				
Elementary	361	22.71	47.81	70.52
Secondary	439	20.97	43.86	64.83

All cost data have been rounded off to the nearest cent.

In Table 32, the average cost of IEP development per student within each area of exceptionality is examined in terms of the type of service delivery program (i.e., self-contained/part-time, resource room, itinerant) in which the student is enrolled. Cost is broken down into personal time, school time and total time cost. The two exceptionalities which allow for a comparison of cost across program types are Learning Disabilities (LD) and Learning and Adjustment (L&A). For both of these exceptionalities the school time cost was greater for resource room students than for the self-contained classroom students. On the other hand, personal time cost was greater for self-contained classroom students than for resource room students.

TABLE 32

Average Cost in Dollars per Student for All IEP Activities by Service Delivery Model and Exceptionality

Exceptionality and Service Delivery Model	No. of Students	Personal Time Cost (PTC)	School Time Cost (STC)	Total Time Cost (TTC) (PTC+STC=TTC)
LD				
Part-time Resource	34	$ 11.45	$ 38.92	$ 50.37
Self-contained	114	24.70	25.73	50.43
L & A				
Part-time Resource	149	14.84	64.69	79.53
Self-contained	145	25.91	52.16	78.07
EMR				
Self-contained	69	15.11	33.48	48.59
TMR				
Self-contained	63	20.22	36.45	56.67
SMR/PMR				
Self-contained	72	16.96	39.79	56.75
PH				
Self-contained	42	22.60	63.37	85.97
VI				
Self-contained	7	28.64	23.46	52.10
HI				
Self-contained	25	112.53	81.09	193.62
SI				
Itinerant	37	.68	24.67	25.35

All cost data have been rounded off to the nearest cent.

ANALYSIS OF TIME AND COST DATA FOR SUPERVISORS

Because approximately one-fourth of the members of the supervisory staff who participated in this study kept no time logs, and one-fourth kept inadequate time logs, the discussion of the data analysis will be limited. All data reported here should be interpreted cautiously, as much of it represents an estimate of supervisory time spent rather than actual time spent. The reader will note that data were reported for only 35 of the 75 teachers who participated in the study and for only five of the nine exceptionalities included in the study.

The failure of supervisors to collect data for the study may be partly explained by the fact that project staff made no contact with the supervisory staff after the distribution of the data collection forms. As a result, supervisors probably overlooked this task amidst the many other responsibilities which they had to assume during the initial year of IEP implementation.

Table 33 indicates the average amount of school time, personal time and total time spent by special education supervisors assisting teachers in IEP development.

The data reported in Table 33 indicate that most of the supervisory time spent with the teachers in IEP development was school time. Teachers in the Learning Disabilities (LD) program received the greatest amount of supervisory support in the development of IEP's.

TABLE 33

Average School Time, Personal Time and Total Time in Minutes Spent per Teacher by Special Education Supervisors on All IEP Activities by Exceptionality

Exceptionality	No. of Teachers	School Time (ST)	Personal Time (PT)	Total Time (ST+PT=TT)
LD	11	1473	120	1593
L & A	16	341	60	401
EMR	5	758	0	758
VI	2	448	115	563
SI	1	10	0	10
ENTIRE POP.	35	753	72	825

All time data have been rounded off to the nearest minute.

Table 34 indicates the average cost of school time, personal time and total time spent by special education supervisors assisting teachers in IEP development. The data show that the greatest cost per teacher of supervisory time occurred in the Learning Disabilities (LD) program and the lowest cost per teacher within the Speech Impaired (SI) program.

TABLE 34

Average School Time Cost, Personal Time Cost and Total Time Cost in Dollars of Supervisor's Time Spent per Teacher in Assisting with IEP Development

Exceptionality	No. of Teachers	School Time Cost	Personal Time Cost	Total Time Cost
LD	11	$338.78	$27.60	$366.38
L & A	16	88.66	15.60	104.26
EMR	5	234.98	0	234.98
VI	2	120.96	31.05	152.01
SI	1	2.90	0	2.90
ENTIRE POP.	35	187.57	17.58	205.15

All cost data have been rounded off to the nearest cent.

SUMMARY OF FINDINGS

This study addressed the following questions related to teacher and supervisory time and costs incurred in IEP implementation:

1. What is the average amount of time teachers spend per student in IEP development and what is the average cost of this time?
2. How does the amount of school time compare to the amount of personal time spent by teachers per student on IEP development? How do school time and personal time costs compare?
3. How much time does the teacher spend per student on IEP development within the various segments of the school day?
4. What is the average amount of time teachers spend per student on each of the various IEP development activities and what is the average cost of this time?
5. What is the average number of days which elapse between the initial IEP activity and the completion of the IEP document?
6. What is the average amount of time supervisors spend per teacher assisting in IEP development and what is the average cost of this time?

The results indicate that for the sample of students included in this study, the teacher and supervisory costs incurred for IEP development were considerable. The average amount of teacher time expended in developing an IEP was 390 minutes (6.5 hours) per student.

Of the 390 minutes spent in developing an IEP, 265 minutes came from the teacher's work day (school time) and 125 minutes came from the teacher's personal time. Thus, school time accounted for approximately 68% of the time spent by teachers on IEP's and personal time accounted for the remaining 32%.

Had teachers been reimbursed for all their personal time as well as for school time expended in IEP development, the average total cost of an IEP would have been $66.81. Of this amount, $45.41 represents school time cost and $21.40 represents personal time cost.

The data show that the 390 minutes of school time required per student for IEP development largely came from two segments of the school day, release time and instructional time, with release time accounting for 38% and instructional time accounting for 47% of school time utilized in the development of an IEP. The remaining 15% of school time devoted to the development of IEP's came from before and after school time, lunch time, recess time and preparation time.

The data also indicate that the IEP development activities which required the most time and which were most expensive were (1) gathering of diagnostic data and (2) writing the IEP document. These two activities accounted for approximately 76% of the total cost of IEP development. The other activities including telephone calls, parent conferences, other conferences, and other activities accounted for the remaining 24% of the cost of IEP development. Additionally, the data show that an average of 32 days elapsed between the first activity initiated by the teacher in developing an IEP and the completion of the IEP.

As far as supervisory costs are concerned, the data show that the supervisors spent an average of 825 minutes (13 3/4 hours) per teacher assisting with IEP development at an average cost of $205.15 per teacher.

In addition to the major questions which this study posed, other various factors which were thought to be related to the cost of developing IEP's were examined. These questions can be summarized as follows:

1. Is there a difference in the cost of developing IEP's for each of the different exceptionalities?
2. Is there a relationship between the number of years of teaching experience of the teacher and the cost of developing an IEP?
3. Is there a relationship between the amount of inservice training a teacher receives in IEP development and the cost of developing an IEP?
4. Is there a relationship between the level of the student (elementary vs. secondary) and the cost of developing an IEP?
5. Is there a relationship between the type of service delivery model (self-contained/part-time vs. resource room vs. itinerant) and the cost of developing an IEP?

The data indicate that there are differences in the cost of IEP development for different types of exceptional children. However, it is quite possible that these differences may stem from differences in the programs serving each type of exceptionality rather than from differences in the children themselves. We suspect that this is the case with the Hearing Impaired program which used the IEP as a vehicle for developing and revising its curriculum.

An analysis of the data in terms of various factors' effect on the cost of IEP development indicates that: (1) IEP's written by teachers with 6 or more years experience cost less in terms of time and money than IEP's written by teachers with less than 6 years experience; (2) IEP's written by teachers with 4 or more days of inservice training in IEP development generally cost less than IEP's written by teachers with less than 4 days of training; (3) the level of the student (elementary vs. secondary) for whom the IEP is written has no apparent influence on the cost of IEP development; (4) the type of service delivery model (resource room/part-time vs. self-contained vs. itinerant) appears to have a differential effect on the amount of personal time and the amount of school time required to develop an IEP (i.e., resource room teachers utilized more school time than personal time developing IEP's while self-contained classroom teachers utilized more personal time than school time).

APPENDIX A

TEACHER DATA COLLECTION PACKET

TEACHER DEMOGRAPHIC INFORMATION FORM

Teacher's Name____

School______________________________District____________

School Telephone Number_________________________________

Immediate Supervisor or IMT_____________________________

Number of years of teaching experience (include present year)________

Indicate the number of days of inservice training you have received on the writing of IEP's______________________________

Type of exceptional child you teach (circle one):

LD ED BI EMR TMR SMR-PMR PH VI

HI SPEECH OR LANGUAGE IMPAIRED

Total class enrollment/caseload__________________________

Type of program (circle one):

Part-time/Resource Room Self-Contained Itinerant

Level (circle one):

Elementary Secondary

TYPE OF IEP DEVELOPMENT ACTIVITY

Code #	Activity and Definition
01	Telephone calls - includes those calls made for the purpose of setting up an IEP conference, seeking information or help in writing an IEP, answering parents' questions about IEP's
02	IEP conferences - includes all face-to-face parent conferences related to the development of IEP's
03	Other IEP conferences - includes face-to-face conferences with other members of the professional and paraprofessional staff, e.g., principals, bus drivers, speech clinician, physical education teachers, social workers, etc.
04	Gathering data to write the IEP - includes time spent doing educational testing, diagnostic teaching, student observation, or other activities related to the collection of current information on the student's present level of functioning
05	Writing the IEP document
06	Other IEP activities - other time-consuming activities which in the teacher's opinion are directly related to IEP development

DIRECTIONS FOR THE USE OF THE IEP ACTIVITY LOG

1. Complete a separate Activity Log for each student.
2. Complete all identifying information including:
    - student's name
    - teacher's name
    - first, second, etc. IEP
    - ancillary services the child receives (speech, physical therapy, adaptive PE)
3. Code every IEP development activity using the Type of IEP Development Activity sheet (page T-2).
4. List the code number in the column titled Activity Code No.
5. Indicate the date when the activity occurred.
6. Indicate if the activity occurred during school time (the hours of the day during which the teacher is required to be in the school building) or during personal time.

    If the activity occurred during school time, did it occur:
    - before or after school (the time when teachers are required to be in the school building prior to the arrival and after the dismissal of students)
    - during release time (time during which the classroom teacher is released from classroom duties specifically for IEP preparation)
    - during teacher's lunch hour
    - during recess
    - during preparation time other than before of after school (includes free periods, early dismissals)
    - during pupils' instructional time
7. Record the length of time spent in a given activity (in minutes)under the column which indicates when the activity was done.
8. Please use the following guidelines in reporting activities:
    - a. If possible, report all IEP activities involved in writing an IEP for a particular student in the order in which they occur.

Activity 01
Telephone Calls

    - b. Report each telephone call as a separate activity, e.g., if three phone calls are made in succession, the code 01 would appear three times on the IEP Activity Log.

Activity 02 IEP Conference	c.	Report each IEP Conference as a separate activity.
Activity 03 Other IEP Conf.	d.	Report each Other IEP Conference as a separate activity.
Activity 04 Gathering Data	e.	Report each instance in which time is spent in gathering data to write the IEP document. For example, if you spend 45 minutes testing a particular child in the morning, 15 minutes testing him in the afternoon and 30 minutes testing him the next day, the code 04 would appear three times on the Activity Log.
Activity 05 Writing IEP	f.	Report each instance in which time is spent in writing the IEP document. For example, if you spend 30 minutes in the morning and 30 minutes in the afternoon writing a given IEP, the code 03 would appear two times on the Activity Log.
Activity 06 Other	g.	Report each instance in which some other time consuming activity occurs that is related to the development of the child's IEP.

9. As soon as you complete these forms for each student in your class, please mail them to Project PIE in one of the envelopes provided.

IEP ACTIVITY LOG

Student's Name ______________________ Teacher's Name ______________________

What ancillary services is this child receiving (speech, physical therapy, etc.) ______________________

This is the _____ IEP which I have completed (first, second, etc.)

Date	Activity Code No.	School Time						Personal Time (26)
		Before or After School	Released Time	Lunch Hour	Recess	Preparation Time	Pupil's Instr. Time	

APPENDIX B

SUPERVISOR DATA COLLECTION PACKET

S-1

SUPERVISOR'S DEMOGRAPHIC INFORMATION FORM

NAME____

Indicate the number of days of inservice training you have received on the writing of IEP's ________________.

TYPE OF IEP DEVELOPMENT ACTIVITY

CODE #	ACTIVITY AND DEFINITION
01	Telephone calls - includes those calls made for the purpose of setting up an IEP conference, answering parents' or teachers' questions about IEP's.
02	IEP Parent Conferences - includes all face-to-face parent conferences related to the development of IEP's.
03	Other IEP Conferences - includes face-to-face conferences with other members of the professional and paraprofessional staff, e.g., principals, speech clinicians, psychologists, bus drivers, etc.
04	Assisting teacher in gathering data to write the IEP - includes time spent doing educational testing, diagnostic teaching, systematic observation of students - also includes time spent helping the teacher to interpret test scores, psychological reports, etc.
05	Assisting the teacher in writing the IEP document - includes activities such as helping the teacher state goals and objectives, reading and checking the teacher's IEP's, conferencing with the teacher concerning what she has written.
06	Other IEP activities - includes other time consuming activities which in the supervisor's opinion are directly related to IEP development.

DIRECTIONS FOR THE USE OF THE IEP ACTIVITY LOG

1. Complete a separate Activity Log for each teacher.

2. Complete all identifying information:

   Teacher's name
   Supervisor's/IMT's name

3. Code every IEP development activity using the Type of IEP Development Activity sheet (page S-2).

4. List the code number in the column titled Activity Code No.

5. Indicate the date when the activity occurred.

6. Indicate if the activity occurred during the work day (8:30 a.m. to (4:15 p.m.) or during personal time.

7. Record the length of time spent in a given activity (in minutes) under the column which indicates when the activity was done.

8. Please use the following guidelines in reporting activities:

	a.	If possible, report all IEP activities which you engage in with a given teacher in the order in which they occur.
Activity 01 Telephone Calls	b.	Report each telephone call as a separate activity, e.g., if three phone calls are made in succession, the code 01 would appear three times on the IEP Activity Log.
Activity 02 IEP Conference	c.	Report each IEP conference as a separate activity.
Activity 03 Other IEP Conference	d.	Report each Other IEP Conference as a separate activity.

Activity 04 Gathering Data	e.	Report each instance in which time is spent assisting a teacher in gathering data to write IEP's. For example, if you spend 45 minutes testing a particular child in the morning, 15 minutes testing him in the afternoon, and 30 minutes testing him the next day, the code 04 would appear three times on the Activity Log.
Activity 05	f.	Report each instance in which you assist the teacher to state goals and objectives, proofread IEP's, etc. For example, if you spend 30 minutes helping a teacher write IEP's in the morning and 30 minutes in the afternoon, the code 03 would appear two times on the Activity Log.
Activity 06	g.	Report each instance in which some other time consuming activity occurs that is related to the development of a particular teacher's IEP's.

9. Keep a Xerox copy of each completed Activity Log.

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IEP ACTIVITY LOG

TEACHER'S NAME________________________ SUPERVISOR'S NAME________________________

DATE	ACTIVITY CODE NO.	WORK DAY (20) 8:30 - 4:15	PERSONAL TIME (21)

APPENDIX C

OVERVIEW OF TYPES OF EXCEPTIONALITIES
SERVED BY
MONTGOMERY COUNTY INTERMEDIATE UNIT PROGRAMS

OVERVIEW OF TYPES OF EXCEPTIONALITIES
SERVED BY MONTGOMERY COUNTY INTERMEDIATE UNIT PROGRAMS

Category of Special Education	Number of Classes or Teachers	Total Number of Pupils Served
Educable Mentally Retarded	8	81
Trainable Mentally Retarded	11	111
Severely/Profoundly Mentally Retarded	23	148
Socially and Emotionally Disturbed	46	593
Physically Handicapped	6	55
Brain Injured	30	542
Learning Disabled	27	585
Hearing Impaired	18	189
Visually Impaired	11	142
Speech and Language Impaired	53	3335
Gifted	12.5	782
Talented		
Multihandicapped	1	5
Detention (IU only)	3	24
Total	249.5	6592

APPENDIX D

RESOURCE PERSONS FOR IEP IMPLEMENTATION IN MONTGOMERY COUNTY

PROJECT PARTNERS IN EDUCATION

PARENT PARTICIPANTS WILLING TO SERVE AS RESOURCE PERSONS

Mrs. Louise Lantzy
1602 Spring Avenue
Jenkintown, PA 19046
885-3895

Mrs. Lois Kligerman
226 E. Glenside Avenue
Glenside, PA 19038
884-1979

Mrs. Vivian Sheehan
Deaver Road
Wyncote, PA 19095
885-1062

Mrs. Louise Daft
827 Juniper Drive
Lafayette Hill, PA 19444
233-5047

Mrs. Elaine Bleiler
223 Crestview Road
Hatboro, PA 19040
672-1149

Mrs. Mary Jane Lederman
120 Cedar Street
Jenkintown, PA 19046
886-6987

Mrs. Joan Steinberg
406 Academy Circle
Merion Station, PA 19066
667-5905

Mrs. Carol Simonetta
3521 Heaton Road
Huntingdon Valley, PA 19006
947-0795

Mrs. Natalie Kargher
532 Long Meadow Lane
Trooper, PA 19401
539-6850

Mrs. Marie Riccio
Park Road
West Point, PA 19486
699-4662

Mrs. Rita Gerber
8601 Patton Road
Wyndmoor, PA 19118
836-5667

Mrs. Myra Weissberger
89 S. College Avenue
Flourtown, PA 19031
836-2036

Mrs. Nancy Whitby
557 Applewood Drive
Fort Washington, PA 19034
643-4829

Mrs. Jane Temple
14 Kingston Circle
Collegeville, PA 19426
489-6427

PROJECT PIE - 6/78

PROJECT PARTNERS IN EDUCATION

LIST OF TEACHER RESOURCE PERSONS

Mrs. Beth Burgess
2955 Jenkintown Road
Ardsley, PA 19038
887-4484

Mrs. Frances Roskow
427 Norfolk Road
Flourtown, PA 19031
233-5184

Ms. Cynthia Wirth
402 Stonybrook Drive
Norristown, PA 19401
631-1671

Ms. Judith Vietri
1000 Conestoga Road
Radcliff House C-150
Rosemont, PA 19010
527-3652

Mrs. Cheryl Fryer
550 Lincoln Avenue
Langhorne, PA 19047
752-8083

Ms. Laura Thompson
2803 Stanbridge Street
Apt. 318B
Norristown, PA 19401

Mrs. Carlene Barone
1431 Maple Street
Apt. A-3
Pottstown, PA 19464
326-3905

Mrs. Margaret Lloyd
R. D. #2 Box 137
Pottstown, PA 19464
323-5315

Mrs. Teresa DiCarlo
Box 21
Salfordville, PA 18958

Ms. Ann Corcoran
1811 Surrey Road
Oreland, PA 19075

Mrs. Linda Francis
Box 293, R.D. #3
Phoenixville, PA 19460
495-7766

Ms. Nancy Colaiacomo
P. O. Box 505
Valley Forge, PA 19481

Mr. John Scola
205 Commonwealth Drive
Newton, PA 18940
968-3035

Mrs. Judith Roth
Route 73
Zieglerville, PA 19492
287-7087

Mrs. Frances Cohen
970 Plymouth Road
Norristown, PA 19401
279-5843

Mrs. Paula Fennelly
1195 Randy Drive
Pottstown, PA 19464
327-1732

PROJECT PARTNERS IN EDUCATION

LIST OF TEACHER RESOURCE PERSONS

PAGE 2

Ms. Marilyn Fox
405 Gordon Road
Ambler, PA 19002
643-6717

Ms. Emma G. Levering
705 South Gulph Road
King of Prussia, PA 19406
265-4967

Mrs. Joan Schaediger
410 Fernway Circle
Norristown, PA 19401

Mrs. Ruth Rowland
33 Lewis Road
R. D. #2
Collegeville, PA 19426
489-2647

Ms. Dorothy Levy
1522 Hower Road
Abington, PA 19001
885-2293

Ms. Randi Goldis
The Woods
2306 Lincoln Drive
Ambler, PA 19002
628-3961

Ms. Rebecca Gross
18 Rech Avenue
Oreland, PA 19075
887-3445

Ms. Gail Colfelt
642 Llewelyn Road
Berwyn, PA 19312

APPENDIX E

CONSULTANT REPORT BY DR. DAVID M. SMITH

MONTGOMERY
COUNTY SPECIAL EDUCATION CENTER · 1605-B WEST MAIN ST. · NORRISTOWN, PA 19401 · 215-539-8550
INTERMEDIATE
UNIT

January 31, 1978

MEMORANDUM

TO: Libby Goodman, Ed.D.

FROM: David M. Smith, Ph.D.

SUBJECT: Consultant Report on Project PIE

Introduction

This report summarizes my involvement in the Project PIE activities during the Fall and Winter (1977-78). While it is to some extent evaluative in tenor, it should be viewed as no more than a very informal external evaluation. No formal experimental, quasi-experimental, or ethnographic evaluation design was prepared or followed. Furthermore, this report does not constitute the primary product of the consultant services I provided. Those were my participation in the planning process and in the feedback provided during the first and last days of the October workshops.

In this document I review my participation in the project, sketch several observations that might be of use to program staff (since they emanate from an essentially impartial, outside perspective), draw some conclusions as to the effectiveness of various project activities and offer a few recommendations. Most of my substantive comments were directed to immediate, ongoing concerns of the project; they have already been discussed and acted upon. Consequently, only the barest outline will be presented here with narrative discussion kept to a minimum.

I. OBJECTIVES OF THE CONSULTANT INVOLVEMENT

A major strategy of Project PIE was to bring a selected sample of teachers and parents of exceptional children together both to provide information on the requirements of P.L. 94-142 as it applies to Montgomery County, Pa., and to give them a chance to interact in preparation for the developing of the newly mandated IEP's. It was hoped that this experience would result in the establishment of a trained cadre of resource people in the schools and the communities, and that through the process Project PIE staff would gather data on which they could develop a training manual as well as make a set of recommendations in the form of a final report.

To accomplish these goals, an understanding of the issues affecting parent-teacher interactions, identification of real (frequently unstated) concerns of both parents and teachers and an assessment of the amount of information assimilated by both groups be forthcoming. The design of the project suggested that the best way to get this information was to have someone trained and experienced in ethnographic research techniques be invited to participate in as many project activities as the budget would permit.

Accordingly, I have focused my efforts to answering the following questions:

1. How could the workshop activities be best structured to insure effective group processes and the realization of project goals?
2. What was the parent-teacher interaction like during workshop activities?
3. What concerns of both parents and teachers must be attended for the effective implementation of or modifications to the new procedures?
4. To what extent is the project succeeding in getting information across to the representative parents and teachers?

These questions were addressed for a variety of reasons and at different points in the project. Question 1 was posed and answered during the pre-workshop planning sessions. Question 2 was raised because addressing it would presumably enable the project staff to adjust their procedures as the workshops progressed and would shed light on issues that could be important in subsequent parent-teacher interactions. Questions 3 and 4 are more peripherally the concern of the ethnographic effort and answers to them only serve to supplement other project feedback techniques.

II. ASSESSMENT STRATEGIES EMPLOYED

A. Level of Consultant Involvement

In addition to perusing the funded project proposal, handouts, letters, and other documents prepared for or made available to project participants, I discussed the project in some detail with Dr. Goodman and her staff, participated in a full-day planning session in September, sat in on two full days of the October workshop (Monday and Friday), and sat in on the January 30 workshop. During the planning session, I was an active participant and during the workshops, I was mostly an observer although I did participate in several of the plenary and small group discussions.

B. Specific Activities

During the planing session, I had the program staff go over their plans for the entire week-long workshop, asking them to explain the rationale for the various activities they had planned. Following this, I made a number of suggestions for specific changes in the procedures which I thought would enhance clarity, make sure that the symbolism of the activities would be consistant with workshop objectives and facilitate a smooth operation. Many of these suggestions were incorporated in final workshop plans.

During the workshops, I sat in on all the general meetings, talked informally with as many teachers and parents as possible, participated in a different small group during each session and at the end of both days during the October series offered specific feedback. Each of these activities was designed to find out how participants felt about the workshops, what their major concerns were, how they thought the project would affect them in their dealings with schools. In addition to asking questions, I observed as much of the informal group process as possible, noting, for example, who did the talking, what they talked about, and who they talked to.

III. OBSERVATIONS AND CONCLUSIONS

A. General

The entire project was obviously clearly conceptualized in the minds of the director and her staff. Its objectives were neither so ambitious as to be unattainable nor so trivial as to be uninteresting. It was a doable project that addressed a real need.

The staff were confident and knowledgeable enough to permit a great deal of flexibility in format. At the same time, the goals of each activity were clearly enough understood by the participants so that discussions, for the most part, stayed on topic. During group discussions, a large number of participants got involved, with only rarely one person dominating.

It was clear that the groundwork had been carefully laid. Participants were interested, committed, and prepared to ask questions and offer suggestions. In addition, the behind-the-scenes legwork had also been done. Forms were ready, facilities were set up, packets were complete and clear, speakers had been briefed, were well chosen, and on target.

All in all, these were some of the most interesting, most carefully planned and well managed workshops I have been involved in. Most participants left feeling they had been helped.

B. Parent-Teacher Relations

There was some evident tension between the parents and the educators at the workshops. This had several roots. First, most parents seemed to come predisposed to see the educational system as something to beat - not just to get information. Teachers had a tendancy to be defensive, apparently afraid that the new law would result in more paperwork for them and that parent involvement could be a threat to their sense of professionalism. This tension was a bit exacerbated by the sense, perceived by several parents, that Intermediate Unit people are more concerned with seeing the new law as "paperwork" that should be minimized more than an opportunity to better serve exceptional children.

A second factor that contributed to this tension was that most of the activities and procedures were "school type things" that teachers felt more comfortable with than parents. Teachers are more at ease presenting themselves and performing in public than are parents. They tended to take the lead in discussions and to be the most forceful in defending their positions.

To some extent the types of activities, the evident openness of the project staff, and the fact that teachers and parents were never separated during the workshops permitted parents and teachers to work out these tensions during the workshops. At least parents seemed to leave appreciating more the pressures and limitations faced by teachers and assured that they could ask for and receive help and support when needed. How much of this change was real and how much cathartic is hard to ascertain.

The January workshop saw a reaffirmation of some of these tensions. In fact, the parents seemed, if anything, more frustrated in their dealings with the "system". This time, the feeling was not so much directed at teachers as at "snapers" in the bureaucracy, suggesting perhaps the reaction to more firsthand exposure to bureaucratic procedures. Some parents had been getting involved for the first time.

Again, the workshop appeared to be a useful arena for dissipating some of this frustration. Discussion was open, frank, and for the most part, friendly. Both parents and teachers got good, straight forward answers to their questions.

While the long term effect of these workshops in this area remain to be ascertained, the kind of exposure parents are getting to the workings of the educational system and the opportunities for teachers to respond to joint concerns is of obvious value.

IV. SOME RECOMMENDATIONS

No attempt is made here to reiterate all of the recommendations made during the course of the consultation. Those that are judged to have had significant effect on the workshops and/or that will be of use in on-going activities will be simply listed.

1. Make sure that all activities are structured so that the symbols they convey are consistant with project goals. If you are interested in conveying substantive information, be frank and open. If you are trying to foster cooperation between groups, make sure all activities are engaged in jointly. If you are trying to get parents to actively work on IEP's, make sure their concerns are taken seriously and that their workshop activities are real, not token. (This was largely done in the workshop, and should be carefully attended in continuing activities.)

2. Make sure follow-up activities are effective. Parents seem to have assimilated a lot of information. Putting it into practice is another matter. I would suggest that follow-up be personal. Give some elbow-to-elbow help as they work through some real IEP's and as they confer, as resource persons, to other parents. Don't be content with written or third party feedback.

3. Explore ways to reach more reticent (often very capable, sensitive and concerned) parents rather than the "system confronters" that tend to rise to the top. P.L. 94-142 is only going to work with lots of patient cooperation. It was stimulated to passage and is being implemented in many cases by parents who have a tendency to confront the system. To some extent, these are the ones who were tapped by districts to attend PIE workshops. A next major step is to involve the others. This is necessary not only to avoid painful conflict between schools and parents but also because they constitute a useful resource.

4. Be careful not to appear reluctant to make P.L. 94-142 work. Clearly some parents are pains, are misinformed, and do not want to cooperate with the system. Just as clearly, P.L. 94-142 is adding a new burden to teachers and Intermediate Unit staff. However, to make it work, the good results that can come from it must be stressed not the burdens it imposes. Too often, parents got the impression that educators were only reluctantly doing what was expected, had a negative, defensive attitude which was seen as a lack of real human concern for "my child."

5. Encourage more of these kinds of small, well conceived, doable projects. As I said earlier, this was a doable project that addressed a significant need. During the entire project, I had the feeling that the staff were in charge without being autocratic, that they knew where they were going without being patronizing. As a result, the immediate effects have been useful and the promise is equally good for long-term outcomes.

Both the Intermediate Unit and the Bureau for the Education of the Handicapped should encourage more of such projects.

DS/bg

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